Ladygrove Primary School and Nursery

History Policy

Written by Beth Harris

Due for review July 2027

Our Vision

At Ladygrove school, we aim to deliver a high-quality history education that enables learners to gain an understanding of our local heritage, Britain's past and that of the wider world. Our lessons inspire children's curiosity to know more about the past. Children, through history, are encouraged to ask perceptive questions, sift arguments, weigh evidence, think critically, develop perspective, judgement and empathy.

History at Ladygrove enables our learners to be proud of their local heritage, to develop a sense of their own identity and the challenges and changes within their local area. Our curriculum seeks to provide learners with a growing understanding of the complexity of people's lives, the process of change, equality and diversity within societies and develop an understanding of the relationships between different groups of people.

History at Ladygrove supports our learners in developing 'social and political agency' through inspiring them and encouraging them to believe in their capabilities because of their increased knowledge. We aim to inspire our pupils to be fascinated with the past as a reality in which we can never return; appreciate the past as a rich treasure of multiple narratives and help them to understand history as a legacy that helps them to understand the present and shape the future.

"The more you know about the past, the better prepared you are for the future." **Theodore Roosevelt**

Rationale

History at primary level helps children to gain a knowledge and understanding of Britain's past and that of the wider world. It involves understanding the process of change, the complexity of people's lives, the diversity of societies and relationships between different groups, as well as their own identity and how society today is shaped by the past.

History allows children to develop the following key skills: ask perceptive questions, think critically, evaluate evidence and examine arguments. Our history curriculum allows children to develop their cultural capital. Purposeful and natural links to British values, cultural diversity and discussions around being good UK and global citizens are threaded through the curriculum. Our history curriculum promotes the rich diversity of the world, Britain and an appreciation of our locality, whilst also making history meaningful for our many learners who come from diverse cultural backgrounds.

This helps our children at Ladygrove build empathy and understanding with others; recognise the contribution of British and other ethnic groups to our lives today, so our learners develop a sense of equality and social justice.

Knowledge and Understanding

Dr Michael Riley, a leading history educationalist, has defined history as '*both a body and form of knowledge*'. In other words, there are at least two kinds of historical knowledge:

1. **substantive knowledge** - '*the content that teachers teach as established fact*'.
2. **disciplinary knowledge**, '*a form of knowledge*', or the concepts such as cause and consequence or handling evidence that shape the way in which content is presented and, in schools, the way in which history is taught.

Our focus at Ladygrove is to ensure that our learners 'know more and remember more' with the acquisition of substantive knowledge our primary aim. Disciplinary skills (what a historian does) are used to support our primary aim of ensuring our learners understand key facts (acquire substantive knowledge) that make the period of history studied distinctive.

Our Knowledge and Skills Progression Document set out clearly the substantive and disciplinary skills that are taught.

Key Concepts

At Ladygrove, we aim to support our learners with developing their understanding of four key second-order concepts. These are taught within our history topics in a spiral curriculum – learners are first introduced to the concepts in KS1, and these are revisited in progressive year groups through different historical contexts.

These key second-order concepts are - **Invasion, Civilisation, Empire and Diversity**

These concepts have been chosen as they support our rationale in building an understanding of Britain's past – which involves understanding the process of change, the complexity of people's lives, the diversity of societies and relationships between different groups, as well as their own identity and society today.

At Ladygrove, we strive to go further with our history curriculum and use this subject to help us to address wider social issues. We aim to support our children in seeing the world through a wider lens; appreciate diversity and the contribution of other cultures to our modern world.

Our intention is to enable our learners to foster a greater appreciation of the contribution of diverse people and cultures in humanity's collective history. To gain a sense of belonging and pride in their local, national, and global heritage.

Heritage Trail

At Ladygrove, we understand the cultural, historical, and social importance of the locality in which we live. Knowing our local heritage, we believe fosters in our children a sense of belonging and pride in our local community. It also supports their understanding of continuity and change in our local area and enables them to make links between our locality and the wider world. To this end, we have built links with local Historical societies and created a heritage trail around our school, which supports

children with developing cultural capital and their understanding of our local heritage and its geographical/historical importance.

Aims and Objectives

To ensure pupils:

- Know and understand that history of the British Isles as a clear, chronological narrative. Children study history from the earliest periods in the British Isles through to the present day. Children need to understand how people's lives have been shaped through this nation and, that Britain in turn has been shaped and influenced by the wider world.
- Children need to know about significant aspects of history in the wider world – the nature of ancient civilisations, the rise and fall of empires, characteristic features of past non-European societies and the major achievements/failures of mankind.
- Children need to gain an understanding of key terms such as: Empire, Civilisation, Parliament, Peasantry.
- Children need to understand historical concepts:
  Continuity and change
  Cause and consequence.
  Similarity and difference
  These concepts should be used to draw contrasts, analyse trends, create their own historically framed questions and create their own accounts, including written narratives and analyses.
- Children need to understand the methods of historical enquiry employed by historians. They should understand how evidence is used rigorously as the basis for all historical claims. They should explore competing narratives and understand why contrasting arguments/perceptions of the past have come about.
- Children should gain an increasingly wider historical perspective through placing their knowledge into different contexts; understand the links between local, regional, national and international history. Children should understand that there are different types of history: cultural, economic, military, political, religious and social history. Children should also develop an understanding of short and long-term timescales.

Curriculum

The National Curriculum is the basis for all planning and long-term planning, to ensure that there is full coverage of the History curriculum across all key stages. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit. We build planned progression into the scheme of work, so that the children are increasingly challenged as they move up through the school.

The children undertake broad and balanced schemes of work, which consider all abilities, aptitudes and physical, emotional and intellectual development. Through History, the children learn a range of skills, concepts, attitudes and methods of working.

We use a cross-curricular approach wherever possible, interweaving history with other subject disciplines particularly English, to develop our learner's knowledge and their core subject skills.

Early Years

History is taught in Reception as an integral part of the topic work through child-initiated and adult led activities. The children are given the opportunity to find out about past and present events in their own lives, and those of their families and other people they know. In the Foundation stage, history makes a significant contribution to developing a child's understanding of the world through activities such as looking at pictures of famous people in history or discovering the meaning of new and old in relation to their own lives.

Key Stage 1

During Key Stage 1, pupils learn about people's lives and lifestyles. They find out about significant men, women, children and events from the recent and more distant past in Britain and the wider world. They listen and respond to stories and use sources of information to help them ask and answer questions. They learn how the past is different from the present.

Key Stage 2

During Key Stage 2, pupils learn about historical periods, significant people, events and places from both recent and more distant past. They learn about change and continuity in their own area, in Britain and in other parts of the world. They look at history in a variety of ways, for example from political, social, cultural and economic history. They use different sources of information to help them investigate the past - using dates and historical vocabulary to describe events, people and developments. They also learn that the past can be represented and interpreted in different ways.

Teaching and Learning

Our principal aim is to develop the children's knowledge, skills and understanding in history and we use a variety of teaching and learning styles in our history lessons. We believe in whole-class teaching methods and combine these with enquiry-based research activities.

We believe children learn best when the past is brought to life, through:

- Having access to primary sources.

- An opportunity to observe artefacts and the opportunity to handle them.
- Visiting museums and places of interest.
- Accessing secondary sources such as books and photographs.
- Experts/Visitors talking about historical periods and/or personal experiences of the past.
- Listening to and interacting with stories from the past.
- Undertaking fieldwork by interviewing family and familiar adults about changes in their own and other people's lives.
- Using role play to act out historical events.
- Using resources from the internet and videos.
- Research using non-fiction books.
- Being provided with opportunities to work independently or collaboratively, to ask as well as answer historical questions.
- Discuss key themes and see history from a range of viewpoints.

We recognise the fact that we have children of differing ability in all our classes. We ensure that all our learners can access the same curriculum. We achieve this through teaching adaptatively and adjusting the level of adult support and encouraging learning partner collaboration.

Inclusion and the History Curriculum

This policy relates to the school's philosophy for promoting equal opportunities. Children, irrespective of ability, race, sexual orientation or gender, are given full access to the History Schemes of Work. To provide work that is appropriate to the learning experiences of individual children, it is necessary for the teacher to be aware of the statements/IEPs that apply to children being taught in the class. For pupils with SEN, tasks are adapted accordingly so that all pupils are included.

SMSC in History

At Ladygrove, we recognise the importance of promoting mental health and wellbeing, protected characteristics and supporting our children to understand British Values:

Spiritual

• Fostering the mystery of how and why events in the past happened and their many causes.

• Helping children to realise the incredible significance that some individuals have had in the past and how historical knowledge changes with new evidence and different interpretations of events.

• Allowing pupils to see the similarities between people now and in the past and bringing them alive through primary and secondary sources, artefacts and visits and visitors. Artefacts, for example, can bring us closer to people through touching what they felt, feeling their shoes, clothes etc.

Moral

- Encouraging pupils to comment on moral questions and dilemmas from the past.
- Helping children to empathise with the decisions which ordinary people made at the time, based on their historical situation.
- Developing open mindedness when considering the actions and decisions of people from the past.

Social

- Encouraging pupils to think about what past societies and other ethic/cultural groups have contributed to our society today.
- Promoting pupils own social development through working together and problem solving.
- The study of social issues is a common theme in History lessons.
- Exploring the similarities and contrasts between past and present societies and be made aware of how, in the main, we are very fortunate to live in 'the modern world'.

Cultural

- Developing a better understanding of our multicultural society through studying links between local, British, European and world history.
- Gaining an understanding of and empathy with people from different cultural backgrounds.
- Examining how other cultures have had a major impact on the development of 'British' culture.

British Values in History

At Ladygrove, we aim to promote British values through history.

British values, including those of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs are embedded in our history curriculum.

Students explore issues such as slavery and democracy in their historical context and relate them to the modern day through studying periods such as Ancient Greece. This enables them to understand how, overtime, changes have happened and to evaluate their impact.

By looking at the achievements of famous British people, including significant individuals from our geographical locality in KS1, our learners develop an awareness of how they have influenced and shaped the country in which we live. This includes an appreciation of their work.

Teaching students to respect and value diversity is encouraged in the day-to-day teaching and learning through showing respect for different viewpoints and ideas as well as in the ability to work effectively together both individually and in groups.

Assessment, Recording and Monitoring

At Ladygrove Primary School, assessment is an integral part of the teaching process. Assessment is used to inform planning and to facilitate differentiation. Teachers' assessment of children's work is on-going to ensure that understanding is being achieved and that progress is being made.

We encourage the retention of knowledge through ensuring children revisit key learning at later stages, through a variety of assessment for learning tasks. These include marvelous memories, concept cartoons, PMIs, word maps and say it better tasks. These encourage our children to 'know more and remember more' and follow pedagogy for making links between learning and embedding it into long term memory. At the end of a unit of work, the teacher makes a summary judgement about the work of each pupil in relation to the expectations stated in the progression documents. Teachers' judgements are supported by mind map tasks that are used to assess understanding at the beginning, during each lesson and are referred to at the end of each topic. This allows teachers to see what children have learned and remembered throughout each unit of work. We use this to inform future planning, and we pass this information on to the next teacher at the end of the year.

Feedback is given to the children as soon as possible. The marking of work will be guided by the school's Marking Policy.

Monitoring takes place regularly through pupil voice sessions, sampling children's work and book monitoring. Parents are given feedback at termly parents consultations and within the child's end of year report.

Roles and Responsibilities

The subject is led by the History Coordinator and supported by staff. Each year, time is set aside to review standards, monitor curriculum provision and ensure training and resources are up to date.

Resources

We constantly review that there are sufficient resources for all history teaching units in school. We have access to a wide range of textbooks in our school library and have begun to create our own bank of artefacts for each year group to use to support in the teaching of History. In addition, we also had a local artist create a timeline within our hall that all year groups access as part of their history curriculum.

Visits are planned to enhance learning, develop cultural capital and provide practical experiences. People with an interest, or expertise, in a particular topic or area of history could be invited into school to work with the children.

Policy- Document Status			
Date of Policy Creation	**June 2022 – reviewed every year annually**	**Named Responsibility**	Beth Harris
Date of review completion	**May 2026**	**Named Responsibility**	Pupils, Staff, Parents and Governors
Inception of new Policy	**July 2026**	**Named Responsibility**	Joanne Weichlbauer
Date of Policy Adoption by Governing Body		July 2027	