**History Policy**



**Intent Statement**

**History is all around us! At Pinders Primary School we intend to develop children's experiences and understanding, inspiring and igniting their curiosity about the world in the past and helping them to understand the changes that have occurred over time. As pupils progress, they should be able to think critically, gain knowledge of significant people and events in the past and apply historical skills throughout their learning. Children should be able to form opinions based upon fact and understand the necessary changes that have occurred within their lifetime and beyond. Children will understand how the past has influenced the present when learning about Britain, the wider world, cultures around the world and our local community. History at Pinders Primary enables children to understand about the chronology of events, periods and significant people both in Britain and around the world. This helps the children to develop a sense of 'identity' and have a cultural understanding of history. Children will learn to value their own culture and also that of the people around them. This was fundamental to us when creating our curriculum due to the diversity not only in Britain, but also in our school.**

**We aim to create children who can think for themselves, form opinions and become independent learners by encouraging them to act upon their own curiosities, seek further knowledge and gain additional information about topics that interest them. We hope that through the carefully planned curriculum we will stimulate the interests of the children and their understanding about people who lived in the past.**

This intent is to be delivered through a carefully structured topic based curriculum, which has a clear sequence of learning. This has been mapped out over a two year rolling program.

**Long Term Overview**

**Skills + Vocabulary**

**Knowledge + Vocabulary**

**Sequence of Learning**

**3-D Curriculum**

At Pinders, we have worked with the Senior Leadership team and subject leader to create a unique curriculum that suits the needs of Pinders’ learners.

Horizontal links (HL) are planned within the termly topic for all subject areas. This strengthens the learnt knowledge and the development of their schema.

Vertical Link (VL) are planned to show where there is clear prior knowledge that is being built upon within individual subject areas.

Diagonal Links (DL) are made where key vocabulary and concepts across different areas of the curriculum are pulled together to strengthen the complexity of pupil’s schema.

**Knowledge**

The knowledge to be taught for each unit has been identified and set out to ensure consistency of teaching and to allow for the pupils to build upon prior learning, revisiting and refreshing taught knowledge at each stage. By making these links throughout all areas of the curriculum children’s knowledge is being built upon and the learning is deepened.

**Skills**

Pinders Primary has worked closely with the Wakefield Trust to ensure progression of skills from nursery to Year 6. These skills are clearly set out for each thread of History learning and are to be taught alongside and through the delivery of the knowledge.

**Vocabulary**

We provide a vocabulary rich environment at Pinders. Key vocabulary is planned and taught; this vocabulary is directly linked to the knowledge and skills being taught. This ensures our children get a robust and challenging diet of vocabulary that contains tier 2 and tier 3 vocabulary.

The knowledge and vocabulary for each unit of history work is placed within a knowledge organiser. This organiser is a tool for the children to use to support them with learning and embedding knowledge and vocabulary into their long term memory. The organisers are also shared with parents to support home learning.

**Assessment and Recording**

Assessment is primarily carried out formatively whilst observing during lessons and carrying out pupil conversations. Throughout the children’s learning journey they will take part in knowledge quizzes to test how much knowledge is being retained. Assessment of pupil’s progress and outcomes is completed against exemplified pieces of work for each year group and thread of learning.

The history leader will keep evidence of pupils work electronically and exemplifications are shared on the school website.

**Early Years- Understanding the World**

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting museums to meeting important members of society. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains.

**Monitoring and Review**

The monitoring of the standards of children’s work and the quality of teaching in history is the responsibility of the history subject leader. The work of the subject leader also involves supporting colleagues in the teaching of History, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The History leader has specially allocated management time, which is used to review evidence of teaching and learning across the school.

The policy is a working document and therefore is open to change and restructuring as and when the need arises. It will be reviewed as part of the whole school review programme.

Governors will work alongside the subject leader to ensure the policy is being followed to successfully deliver the planned outcomes. Planning is monitored every half term to ensure coverage and rigour. There is a named governor who has responsibility for the subject.