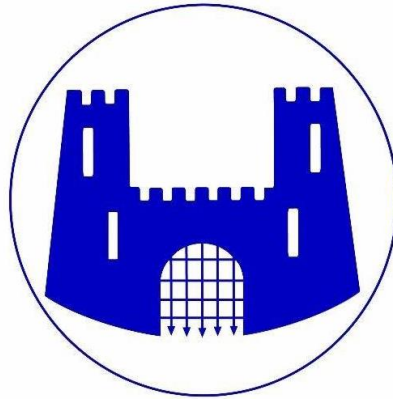


Ludgershall Castle Primary School



History Policy

2024

This policy is embedded in our school's aims and vision.

Our shared vision for Ludgershall Castle Primary School is of a happy, vibrant learning community, improving together. We are working with pupils, parents and the wider community to create the supportive atmosphere of trust and mutual support in which we all thrive.

'Learn, Have Fun, Succeed' are carefully chosen words that encapsulate the aims of our school.

- ☆ We want learning and teaching to be fun for all
- ☆ We 'have a go' and try our best; we celebrate our successes
- ☆ We want to care for and respect everyone in our school; everybody matters
- ☆ We want school to be a safe place for everybody
- ☆ We know that learning is for life, not just for children
- ☆ We all want to be good citizens



Vision

At Ludgershall Castle Primary School, we have the following vision for History:

Our History curriculum aims to provide all children with a diverse, enjoyable, engaging and inspiring History education which includes a range of experiences that allows children to form a life-long love of History. We feel it is our responsibility as teachers to offer each child the opportunity to actively explore a range of significant Historical periods and consider how these have shaped our today. We aim to achieve this by teaching History through exploration and discussion, in groups and individually, in order to establish strong foundations in which a love of History may continue to flourish in later life. We aim to continue to develop children's knowledge of chronology alongside equipping them with the ability to make connections between different historical timeframes. We also aim to amaze and inspire the minds of our children to be considerate thinkers equipped with the skills to carefully examine and assess the ever-changing world around them. We encourage our children to craft carefully considered Historical conclusions based on a range of evidence, experiences and discussions, inspiring and enabling them to grow as individuals. At Ludgershall Castle Primary School we also aim to give our children a range of historical perspectives and experiences, based upon first hand experiences, artefacts and photographs which allow the children to appreciate how much life has changed. This is coupled with an appreciation of how these significant historical events and discoveries impacted, and still impact, how we live today alongside acknowledging how new discoveries are constantly changing the way we view the past. We also aim to raise awareness of traditions and practises in a variety of cultures and societies by celebrating the history surrounding them. We offer opportunities to express personal curiosity, creativity and perspective through considerate questioning and by doing so, hope to increase every child's enthusiasm for History.

Why study History?

History constantly impacts all aspects of life around the world, no matter where you live. The way we view the past is constantly changing as new discoveries are being made and therefore, it is important that our children are enabled to explore both past and present discoveries so that they can continue to learn more about the past. It is inclusive and non-discriminative as every culture or religion has its own history to celebrate and retell. It is a powerful subject that constantly changes our perspective about the past through the experiences of those who came before. It can provoke responses which are unique and personal depending on a child's individual beliefs and heritage. History is there when we are questioning how the world around us came to be and enables us to discover significant individuals who lived through periods of great change alongside celebrating and appreciating those who caused it. It allows us to appreciate what we have today, which is an invaluable gift. Delving deeply into a significant historic event can also offer a sense of escapism from everyday worries or fears. Furthermore, by learning about the struggles of others, children are given an invaluable appreciation of how lucky we are nowadays compared to others from many years ago.

National Curriculum

History has undoubtedly shaped our current way of life and is a universally recognised subject that takes many varying forms. It has the potential to form unique learners who have the ability to reflect and form their own perspective on the world around them. A high-quality History

education should engage and inspire pupils to develop a love of History whilst simultaneously recognising that it is a subject to be valued, despite it focusing on the past. As pupils progress, they should develop a critical engagement with History, allowing them to interpret sources and listen with consideration to contrasting views, assessing their accuracy whilst also developing their ability to organise events chronologically.

The national curriculum for History aims to ensure that all pupils:

- ☆ continue to develop a chronologically secure knowledge and understanding of British, local and world history
- ☆ note connections, contrasts and trends over time and develop the appropriate use of historical terms
- ☆ regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance

Our Intent

History should be interesting, inspiring and engaging and should not feel like 'hard work'. Children should be amazed by the events that have preceded them and enjoy discussing how these events would have impacted different individuals in vastly different ways. They are also enabled to secure their ability to arrange dates chronically and make connections between different historical periods. Using artefacts, sources, music and photographs, children should be enabled to connect to, and reflect on, what they are learning by expressing their thoughts, feelings and opinions without fear of criticism. During a child's learning journey at Ludgershall Castle Primary School, we aim to provide opportunities to explore, experience and evaluate Historical content and raise standards in History across the school, ensuring progress and consistency by:

- ☆ understanding and exploring how History is uncovered
- ☆ ensuring History is accessible to all
- ☆ having the opportunity to explore history through clothing, photographs and artefacts
- ☆ experiencing history that has been recreated
- ☆ listening to, reviewing and evaluating History through music
- ☆ having the opportunity to learn new things through seeing and hearing
- ☆ crafting a uniquely personal response to events based on a range of evidence for themselves and sharing this respectfully with peers

At Ludgershall Castle Primary School, we feel it is important to ensure that children develop an understanding and appreciation for History and its importance in different cultures, the surrounding community and across the world. History is a subject which aims to be accessible to all abilities and it is very important that every child is allowed and enabled to access it. Experiencing History promotes a means of community, self-realisation and discussion, the benefits of which are most evident in children who experience barriers to their learning from physical, social or emotional difficulties. It develops confidence in all learners and encompasses all learning techniques- regardless of ability. It is important that every child feels comfortable and is given the opportunity to participate, formulate and contribute their personal Historic opinion without feeling embarrassed or singled out. This can be achieved through a wide range of teaching styles, including auditory and visual. We are also committed to providing a teaching environment conducive to learning where each child is valued, respected and challenged

regardless of ability, race, gender, religion, social background, culture or disability as History can present an exciting platform for children to discover more about their peers.

Children are encouraged to explore all forms of History during their time at Ludgershall Castle Primary School through various experiences. These experiences include History lessons delivered through a range of teaching techniques which include pieces of specifically formulated topic based music, chronology focuses, photographs, real life experiences and history days which see the children dress up as someone from their period of study, sample food or visit a historical site. Children are also given the opportunity to experience history in other subject areas too such as Music and Art. These in depth cross-curricular links allow children to not only explore history outside of the subject itself, but gain perspective and understanding for musicians and artists.

Our Implementation

The History curriculum ensures children listen, discuss, evaluate and explore different historical periods. At Ludgershall Castle Primary School, children are given knowledge organisers at the beginning of every topic and talk through these with their teacher. These contain the Key Enquiry Question that the pupils will be able to answer at the end of the unit, as well as the National Curriculum Objectives they'll be learning, key words they may not be familiar with but are important to the topic and any Sticky Knowledge they will learn throughout the term. Their Sticky Knowledge is tested at the end of every Term in a Kahoot quiz. The Knowledge Organisers ensure children enter, develop and become secure with the learning statements. We believe Knowledge Organisers have the potential to impact the progress and attainment of our children, as they are developing a responsibility for their own learning. Learning Ladders are still present at our school, but are utilised by the staff to help assist planning and to ensure all areas of the curriculum have been covered. The Knowledge Organisers are more child-orientated so that they only have the necessary details.

History in EYFS

History plays an important part in shaping a young child's perspective during their early development.

The Early Years Foundation Stage Curriculum encompasses all areas of creative development. In EYFS, the early learning goal encourages children to show an understanding of the world by *"showing an interest in the lives of people who are familiar to them and talk about significant events in their own experiences. Recognise and describe special times or events for family or friends and show interest in different occupations and ways of life."*

This is reflected in our Early Years Foundation Stage learning ladder:

Understanding the world (30-50 months)	Comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world.
	Talk about some of the things they have observed, such as plants, animals, natural and found objects.
	Talk about why things happen and how things work
	Develop an understanding of growth, decay and changes over time

ELG	Know about similarities and differences in relation to places, objects, materials and living things.
	Talk about the features of their own immediate environment and how environments might vary from one another.
People and communities (30-50 months)	Show interest in the lives of people who are familiar to them.
	Remember and talk about significant events in their own experiences.
	Recognise and describe special times or events for family or friends.
	Show interest in different occupations and ways of life.
ELG	Know some of the things that make them unique, and to talk about some of the similarities and differences in relation to friends or family.
	Talk about past and present events in their own lives and in the lives of family members.
	Know about similarities and differences between themselves and others, and among families, communities and traditions.

History at Key Stage 1

In the Key Stage 1 Curriculum, the National Curriculum encourages pupils to be taught to: *"develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented."*

This is reflected in our Key Stage 1 learning ladder:

Skills to develop	Be aware of the past, using common words & phrases relating to time
	Fit people/events into chronological framework
	Identify similarities / differences between periods
	Use wide vocabulary of everyday historical terms
	Ask and answer questions
	Choose and use from stories and other sources to show understanding
	Understand some ways we find out about the past
	Identify different ways in which past is represented
Knowledge and understanding of British history	Changes within living memory - used, where appropriate, to reveal changes in national life
	Significant historical events, people and places in their own locality
Knowledge and understanding of the wider world	Events from beyond living memory that are significant nationally or globally
	Lives of significant individuals in the past who have contributed to national and international achievements.

	Use significant individuals to compare aspects of life in different periods
Key Concepts	Continuity and change - identify similarities / differences between ways of life at different times
	Cause and consequence - Recognise why people did things, why events happened and what happened as a result
	Similarity / Difference - Make simple observations about different types of people, events, beliefs within a society
	Significance - Talk about who was important e.g. in a simple historical account

History at Key Stage 2

During Key Stage 2, children should be taught to organise key historical events and secure their knowledge of many forms of History. They should also be taught to interpret, assess and reflect on a range of sources whilst simultaneously considering their validity.

Therefore, to achieve these aims, children should be taught to: *"develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources."*

This is reflected in our Lower Key Stage 2 learning ladder:

Skills to develop	Continue to develop chronologically secure knowledge of history e.g. timelines
	Establish clear narratives within and across periods studied
	Note connections, contrasts and trends over time
	Develop the appropriate use of historical terms
	Regularly answer and sometimes ask historically valid questions
	Understand how knowledge of the past is constructed from a range of sources
	Construct informed responses by selecting and organising relevant historical information
	Understand that different versions of the past may exist, giving some reasons for this
Knowledge and understanding of British history	Changes in Britain from the Stone Age to the Iron Age through the study of · Skara Brae · Bronze age technology · Iron age hill forts
	An aspect or theme of British history that extends pupils' chronological knowledge beyond 1066
	Describe changes that have happened in the locality of the school throughout history

Knowledge and understanding of the wider world	The achievements of the earliest civilizations; in depth study of one of: · Sumer · Indus Valley · Egypt · Shang Dynasty
	Non-European society that contrasts with British history. · Mayan civilization c. 900 AD
Key Concepts	Continuity and change - Describe / make links between main events, situations and changes within and across different periods/societies
	Cause and consequence - Identify and give reasons for, results of, historical events, situations, changes
	Similarity / Difference - Describe social, cultural, religious and ethnic diversity in Britain & the wider world
	Significance - identify historically significant people and events in situations

It is also reflected in our Upper Key Stage 2 learning ladder:

Skills to develop	Use sources of evidence to deduce information about the past
	Select suitable sources of evidence, giving reasons for choices
	Use sources of information to form testable hypotheses about the past
	Show awareness of the concept of propaganda and that historians must understand the social context of evidence studied
	Regularly address and sometimes devise historically valid questions
	Understand that no single source of evidence answers questions about the past
	Construct informed responses by selecting and organising relevant historical information
	Understand that different versions of the past may exist, giving some reasons for this
Knowledge and understanding of British history	The Roman Empire and its impact on Britain
	Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor
	Identify continuity and change in the history of the local area through a local study
Knowledge and understanding of the wider world	Ancient Greece - life, achievements, influence
	Non-European society that contrasts with British history. One of: · early Islamic civilizations inc study of Baghdad c 900AD · Benin (west Africa) c. 900-1300
	Key Concepts
Key Concepts	Continuity and change - Describe / make links between main events, situations and changes within and across different periods/societies
	Cause and consequence - Identify and give reasons for, results of, historical events, situations, changes
	Similarity / Difference - Describe social, cultural, religious and ethnic diversity in Britain & the wider world
	Significance - identify historically significant people and events in situations

Cross Curricular Links

The teaching of History enhances other curriculum areas and we encourage staff to look for and build upon any opportunity to make links across the curriculum to broaden children's experiences within areas such as Writing, Reading, Science, Art and design, Geography, R.E., DT and Music. English can be used to support and inspire various types of writing including stories, fact files, character/ setting descriptions, poems and instruction texts. Through doing so, children are given the opportunity to develop various writing skills including narratives and recounts. Reading can be used to encourage exploration and development of Historical knowledge if the whole class reading book is topic related. Children can use their History lessons to support their reading comprehension through the recognition of key topic related vocabulary that may appear in books. History also enhances reading as children are able to draw and describe settings and characters with greater accuracy as they have been given the opportunity to look deeply into what people wore, how they lived etc.. VIPERS can be used to support in depth historical reading as using these enables children to explore, ask and answer questions about historical texts. History can be used in science to study the historical background of scientists including the scientist of the term. Children can explore the significant points in a scientist's life including where they were born/educated and uncover how they made their significant scientific discoveries. During science lessons children are also given an opportunity to discuss and explore how science has changed over the years. This includes what was available in the past compared to now and how the planet has changed alongside the evolution of plants and animals, including humans. History can be used in art to inform an artist study, focusing specifically on the artists background/upbringing/ education alongside the History behind their paintings e.g. why they created a specific piece of art, the type of art they create, other works of art they produced, how and why they created their pieces of art work and the inspiration behind the piece. Geography can be studied closely alongside a history topic including looking at how and why settlements were located in an area as well as comparing and contrasting areas today with evidence from the past. RE can be studied closely alongside History to explore the rich culture behind each religion including cultural foods, festivals, regimes and celebrations as well as how/ why each religion started and how it has changed over time. DT can be studied closely alongside History to explore why/ how things were made in the past and why they were needed/ how they evolved. Finally, Music can be studied alongside History to explore the background behind the music including the composer, their lifestyle and how/why that piece of music was created.

Resources

We have a range of History resources at Ludgershall Castle Primary School which can be linked to various different areas of history. Not only do we have photographs and replica artefacts but we also have fictional and non-fictional books that link to a range of different significant historical events.

Assessment and Recording

Assessment informs planning and it is good practice for staff to make assessments and keep notes which they find useful. Significant achievement or weakness may be noted and may serve as a basis for planning future challenges and form part of the annual report to parents. Feedback to pupils about their own progress in History aims to help children learn by being positive and constructive. Feedback is always given whilst a task is being carried out through discussion. Formative assessment is also used to guide the progress of individual pupils in History. It involves identifying each child's progress in each aspect of the subject, determining

what each child has learned and what therefore should be the next stage in his/her learning. Formative assessment is mostly carried out informally by teachers in the course of their teaching through small group discussions in the context of a practical task, specific tasks for individual pupils, and individual discussions in which children are encouraged to appraise their own work and progress through peer and self-assessment. Children will also receive an end of unit quiz which summarises the learning that has taken place over the weeks. These quizzes are either carried out in books or on iPads and the information obtained through doing them are kept in the relevant school exercise book or learning journey (for EYFS).

Our Impact

History enables children to develop an understanding of the unique historic backgrounds of their peers including their varying deep rooted cultural experiences. History also enables children to share their experiences of different Historical places and share their new found knowledge with family members. Through doing so, children are often thrilled to find that members of their family may have also travelled to these places and therefore have their own experiences to share. We encourage children to discuss and share their own thoughts, opinions and ideas in a safe environment, knowing and understanding that their interpretations and views may be different from others and that this is okay. We aim to provide children with an understanding of how to develop their skills further, should they decide to develop a passion for History during their lifetime. The impact of achievement, reflection, exploration, interaction with and awareness of others are important building blocks in life and participating in the History curriculum at Ludgershall Castle Primary School will aim to nurture and develop these key qualities further.

Management and Responsibility

The delivery of the History Curriculum will be overseen by the subject leader whose main roles and responsibilities include:

- ☆ Contributing to any requirements of the school improvement plan which are linked to History
- ☆ Monitoring the delivery of History throughout the school and advising on any action or development needed
- ☆ Identifying appropriate training and publishing any CPD opportunities to staff
- ☆ Supporting colleagues in their planning, implementation and assessment of History
- ☆ Keeping up to date and being informed about any developments within the subject
- ☆ Creating and maintaining an up to date Subject Leaders Folder (electronically)
- ☆ Creating links within the cluster and wider community
- ☆ Promoting enthusiasm for the subject of History by demonstrating good practice
- ☆ Supporting and guiding staff by encouraging the sharing of ideas, successes and achievements
- ☆ Keeping under review the written policy document for History and schemes of work
- ☆ Providing opportunities for Historical experiences
- ☆ Collecting videos and photographic evidence from Historical activities around the school
- ☆ Being aware of national and local developments in History through reading relevant materials and attending courses

Policy Review and Evaluation

This policy is embedded in our school's aims and vision and was agreed and adopted by the Governing Body in _____ and will be reviewed in _____.