

Kew Woods Primary School

History Policy



History Intent Statement

Basic Curriculum Principles:

1. **Learning is a change to long-term memory**
2. **Our aims are to ensure that our pupils experience a wide breadth of study and have, by the end of each key stage, long-term memory of an ambitious body of knowledge**

We have a rich and varied History curriculum that engages pupils to experience a wide breadth of study. This subject area is based on four threshold concepts, **investigating and interpreting evidence, connections in world history, chronology and historical communication.**

These concepts tie together the subject topics and pupils return to the same concepts over and over, and through this “forward and backwards engineering” of the curriculum gradually build understanding of them. Our aim is not to overload pupils working memory but to allow repetition for previously learned content so that knowledge is in their long term memory. This will then allow pupils to apply their knowledge and work at greater depth toward the end of key phases.

To ensure high standards of teaching and learning in History, we implement a curriculum that is based on evidence from cognitive science; three main principles underpin it;

- Learning is most effective with spaced repetition.
- Interleaving helps pupils to discriminate between topics and aids long term retention.
- Retrieval of previously learned content is frequent and regular, which increases both storage and retrieval strength.

Implementation:

At Kew Woods Primary School, History starts in EYFS, with developing their understanding of the world. Teaching focuses on enabling children to think as Historians. We are located in an area of rich history in Southport and near to Liverpool. Our location provides opportunities to enhance cultural capital through educational visits. History lessons are taught by the class teachers and will take place each term interweaving with Geography where learning will be developed and skills and knowledge increased in complexity. Lessons are taught every two weeks. Core knowledge is broken down into units of manageable size and carefully sequenced within a planned program. Pupils will build on previously learned skills and vocabulary. The children will use different levels of vocabulary tier 2 (words that provide access to more complex topics) and tier 3 (subject specific) to ensure progression. To strengthen our schema and support teachers, we use the Chris Quigley curriculum companion document.

Kew Woods Primary School History Policy



A variety of teaching approaches are used based on the teacher's judgement. Enquiry work involves asking questions, collecting relevant information from a range of sources, presenting findings, drawing conclusions and evaluating enquiry.

Children learn to work as individuals, collaboratively, in pairs or groups and as members of teams. The scheme of work allow pupils to learn at a basic level and then revisit content but extend and apply their knowledge as they progress. As children revisit content, it allows retrieval and promotes long term learning rather than short term. Retrieval practice includes the use of knowledge maps, quizzes and creating flashcards. Links are made with other curriculum areas to enhance the learning and avoid any duplication.

Impact:

Children's knowledge and skills will develop progressively as they move through the school to prepare them to become competent Historians in secondary education. Progression is measured and assessed at the end of EYFS and then over 3 two year Milestones. Milestone 1 in Key Stage 1, Milestone 2 in Lower Key Stage 2 and Milestone 3 in Upper Key Stage 2. Learning is a change to long term memory so it is impossible to see the impact in the short term. We use comparative judgements in the tasks we set (Proof of Progress tasks) and in comparing a pupils work over time. In addition, the class teacher, SLT and the subject leader use further assessment techniques:

- Summative assessment of pupil discussions about their learning
- Interviewing the pupils about their learning
- Moderation staff meetings where pupil's books are scrutinised and there is the opportunity for a dialogue between teachers to understand their class's work
- Discussions with members of the teaching team
- Marking of written work in books
- Lesson observations

Policy Implementation and Review

This policy was reviewed by SLT, shared with staff and approved by governors. It will be reviewed annually as per the policy review cycle.