



History Policy

INTENT

Rationale















At Lyng Primary School, we strive to spark curiosity about the past and foster a lifelong passion for history in our pupils. Our cyclical approach to teaching historical periods is designed to equip children with a broad range of knowledge and skills, enhancing their understanding of the subject. History is at the main driver of our curriculum, alongside Geography. We actively seek to make connections across subjects—linking historical events to literature, art and geography—to enrich the learning experience. This interdisciplinary approach helps pupils to see the relevance of history in their everyday lives and encourages them to draw parallels between the past and present.

Cyrl our History expert



Following the Chris Quigley curriculum enables teachers to recognize the key characteristics of historians in their lessons. These are then presented through Lyng Learning Animals to allow the children to access these in a fun and engaging manner. As chose by the School Council, Cyril the snail is our expert historian in school.

Our History Curriculum is designed to allow pupils to develop the following key characteristics for a historian:

KS1	KS2
As a historian I will aim to:	As a historian, I will aim to:
 I have excellent knowledge of people and events from different parts of history.	 I have excellent knowledge of people and events from different parts of history.
 I can share what I have found out to a range of audiences.	 I can share what I have found out to a range of audiences.
 I can use items and pictures from the past to help me understand what it was like and use them in my work.	 I can use items and pictures from the past to help me understand what it was like and use them in my work.
 I can ask questions about why in the past people and places were different.	 I can ask questions about why in the past people and places were different.
 I am eager to learn about the past and show this in lessons.	 I am eager to learn about the past and show this in lessons.
 I can think, study, discuss and review the past.	 I can think, study, discuss and review the past.
 I enjoy challenges and research in my history lessons.	 I enjoy challenges and research in my history lessons.

IMPLEMENTATION

Planning

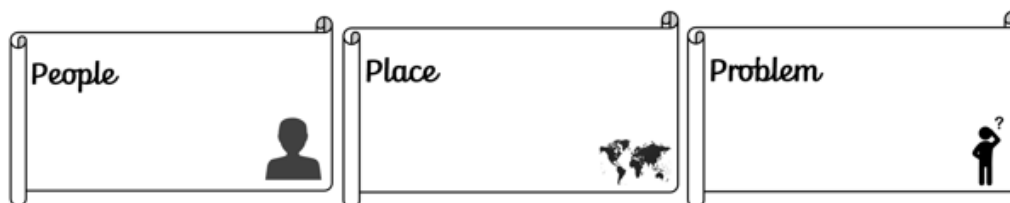
History planning is part of each's topic's Medium Term Plan; teachers use the Chris Quigley milestones which are taken from attainment targets from the history programme of study for KS1 and KS2 in the National Curriculum.

Teacher then select these milestones to create a sequence of history learning in that topic, these are recorded in the Medium Term Plan alongside a short description of the lesson and the success criteria for the Age Related children. These lessons form the vehicle for which the historical knowledge from the knowledge organisers is imparted. Any cross-curricular writing, reading and Maths opportunities are signposted in colours (yellow for writing, blue for maths, purple for reading).

Each unit begins with an overarching question that guides the learning sequence and helps pupils make connections throughout the lessons. Additionally, individual lessons are centered around enquiry questions that promote deeper understanding, stimulate curiosity, and encourage exploration and investigation.

Regular LOTC (Learning outside the classroom) opportunities are planned for, alongside visits and visitors into school and these are identified on the Medium Term Plan and also the trip planner pro-forma.

To deepen pupil engagement and investment in their learning we have adopted a storytelling approach to our curriculum. Following training from Hywel Roberts about curriculum engagement we incorporate a 'People, Place and Problem scenario' into each topic which is outlined on the knowledge organiser template. Evidence of this is either recorded in SMSC books, or as Let's Say in history books or through the template below.



Early Years Foundation Stage (EYFS)

History is delivered in Reception as part of Understanding the World learning outcomes. It is an integral part of text led 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. our everyday routines help children to understand the concept of time and the passing of time. Daily opportunities encourage children to use and understand vocabulary of time that is relevant to their experiences at school and at home.

Vocab Eg: next, after, yesterday, tomorrow, before, last week, older, younger new and old.

(so for example picture timetables & birthday displays in a time line help children to gain early concepts of history)

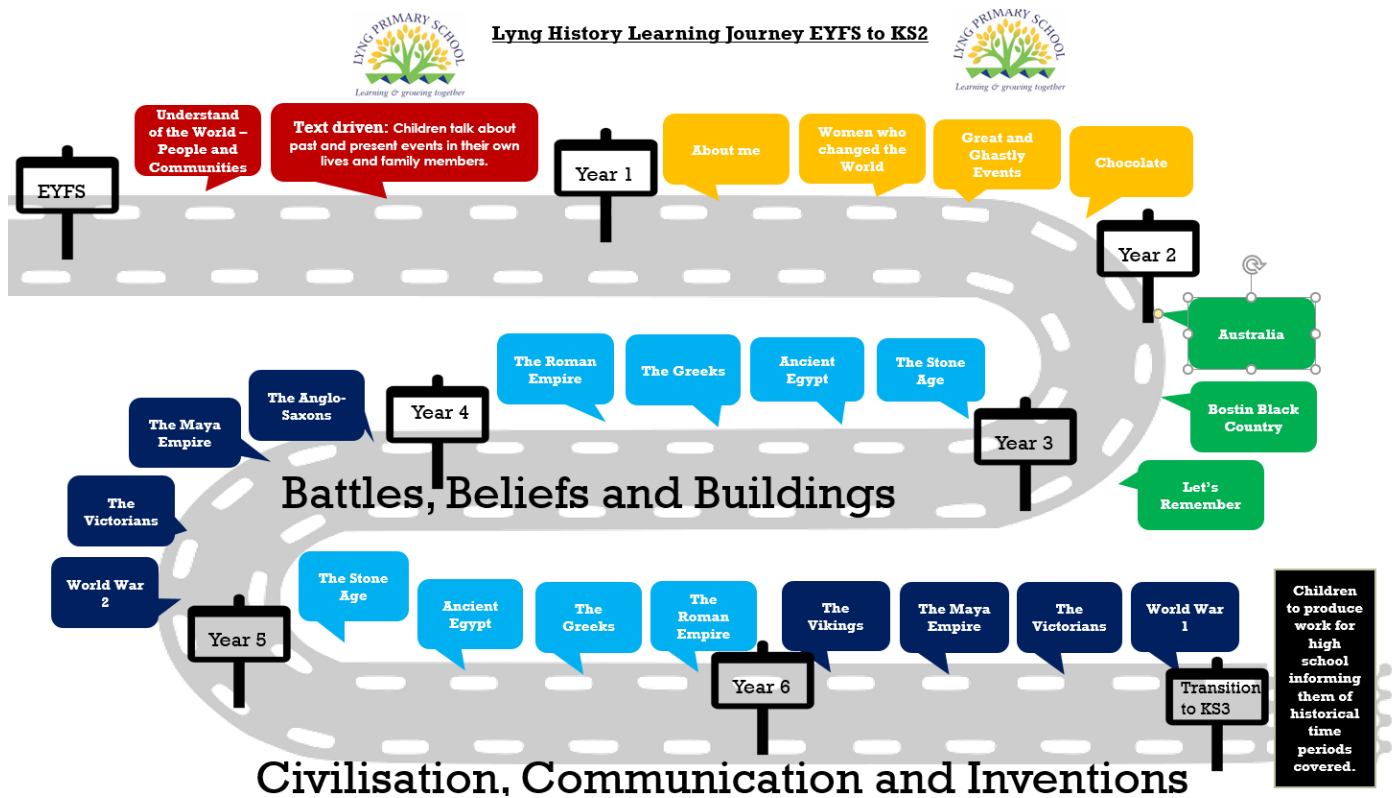
KS1

In KS1 History is taught through key themes and topics. In Year 1 the children cover About Me (part of their transition unit), Women who changed the World, Great and Ghastly Events and Chocolate. In Year 2 the children study Australia, Bostin' Black Country (local area study) and finally Let's Remember.

KS2

As in KS1, History remains the predominant vehicle through which the curriculum is driven. Pupils follow the same historical eras in chronological order through years 3 and 4 (LKS 2), then repeat in years 5 and 6 (UKS 2); however, each phase will carry out their learning through a different context in order to add deeper understanding to that time period. Years 3 and 4 study the time periods through the context of, 'Battles, Beliefs and Buildings' and Years 5 and 6 learn through the context of, 'Civilisation, Communications and Inventions'.

The teaching of each historical period is supported by a carefully chosen text, which engages the learner in deeper knowledge. As in KS1, learning in each historical period includes an engaging starter, a visitor or trip and ends with a celebration assembly and team knowledge quiz. Wherever possible cross-curricular links to English, Maths, Science and other foundation subjects are planned and taught in line with the History topic/context being taught.



Progression of skills

The Chris Quigley Essentials Curriculum which Lyng Primary School has adopted includes all National Curriculum subjects and through this approach the key historical skills are grouped under four key concepts:

- Investigate and interpret the past
- Build an overview of world history
- Understand chronology

- Communicate historically

These are then broken down further into three milestones. Milestone 1 for Year 1 and Year 2, Milestone 2 for Year 3 and Year 4 and Milestone 3 for Year 5 and Year 6. In each milestone, pupils demonstrate their learning under 3 different cognitive domains which they are assessed against:

BASIC	ADVANCING	DEEP
Low-level cognitive demand. Involves following instructions.	Higher level of cognitive demand. Involves mental processing beyond recall. Requires some degree of decision making.	Cognitive demands are complex and abstract. Involves problems with multiple steps or more than one possible answer. Requires justification of answers.

Progression of knowledge and retention quizzes

For each historical time period from KS1 upwards class teachers have been given directed time to compile knowledge organisers. These organisers contain the ‘powerful knowledge’ (including goldilocks and step on vocabulary) which we aim to impart to pupils. As we revisit topics in school, knowledge organisers are monitored to ensure that there is both retention of knowledge and progress. Teachers in KS2 have received subject knowledge training from a Historian which has formed the basis of this knowledge organiser content, the knowledge organisers are reviewed annually.

Retrieval quizzes are then used in lessons to encourage the pupils’ retention of information over time. The knowledge organisers are shared with parents through the school website.

CPD

Where appropriate, members of staff, usually the coordinator, are sent on relevant courses. The content of these courses is then shared with the rest of the teaching staff. The impact of this training is then monitored and recorded through the subject leader’s leadership log.

Marking and feedback

History lessons are marked in accordance with the marking policy (see marking policy).

Resources

There are sufficient resources in school to enhance the teaching all the historical time periods that we study. We keep these resources in a central location for all staff to access. The school regularly purchases new supplies of topic books to inform class teacher’s subject knowledge and support children’s individual research. Other resources in school have been purchased to enhance the teaching of history such as the giant scene canvases and the trenches on the school grounds.

Monitoring

History is part of the foundation subject monitoring cycle, as part of this cycle lessons and books are monitored. Pupil voice is also captured alongside the quality of knowledge organisers.

SEND

At Lyng Primary we ensure that all pupils have access to a broad and balanced curriculum. SEND pupils may be supported through ‘Goldilocks’ word mats as part of our Word Aware approach and through additional modelling visible on tables, accessible artefacts on tables and from further modelling from

either the class teacher or other expert pupils. Where possible visits and trips are organized to provide pupils with hands on experiences of the historical time period they are studying.

Widgit Symbols and Colourful Semantics are valuable tools in our history lessons, helping to make complex concepts more accessible for all pupils. Widgit Symbols provide visual representations of key vocabulary and ideas, while Colourful Semantics supports language development and structure, enabling pupils to articulate their understanding of historical events effectively.

G&T

Gifted and Talented pupils are identified and recorded by class teachers on the whole school template. The record includes those who are considered Gifted and Talented with regard either to their historical knowledge and/or skills. These are the pupils who teachers regularly challenge through their teaching and application of 'Step On' vocabulary as part of our Word Aware approach, through becoming expert historians in lessons and sharing their understanding with the class. They are also challenged through killer questions that include questions or activities that challenge the pupil's thinking.

IMPACT

Assessment and Moderation

Children's progress in history is assessed through success criteria in lessons with the progress against these informing the marking of that child's work. In addition to this at the end of every term, the class teacher is expected to upload judgements of their progress and attainment to SIMs programme of study tracking. Progress and retention of knowledge is monitored through regular quizzing and revisiting vocabulary through the word wallets in every classroom.

Children are assessed as one of the following:

Code	Meaning	Support
U	Unable to assess	Not sufficient evidence to make a judgement.
E	Emerging	Heavily scaffolded – accessing the objective with resources.
D	Developing	Uses age appropriate scaffolding.
S	Secure	Independent application.
M	Mastered	Application outside the lesson independently.

Moderation of history work occurs on a termly basis. Children's work is moderated against the BAD grids as per the Chris Quigley approach. Chris Quigley history companions were purchased in early 2020 and the proof of progress tasks are going to be used to further quality assure these judgements.

Teaching and learning practice is also shared with other local schools at the local Humanities Hub which Lyng Primary School has previously hosted.

Celebration of learning through celebration assemblies and museum artefacts

Impact is measured through the learning journey in books and by pupil voice. The journey in books should reflect both the progress in skills and knowledge.

The impact of the history leader is monitored through the leadership log template which is shared with a senior leader on a half termly basis.

At the conclusion of each history topic, we hold a celebration assembly where pupils showcase their skills, engagement, and progress to their peers across the Key Stage. Our commitment to a cross-curricular approach to history is further highlighted by the diverse array of artefacts displayed in the Lyng Museum, which recognises and honours the exceptional work of our pupils. Additionally, pupils are awarded certificates during whole school assemblies to celebrate their achievements. Finally, we emphasise the retention of historical knowledge through our Giant Knowledge Quizzes, where standout pupils receive certificates for their expertise and efforts.