



Great Meols
Primary School



History Policy

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

Intent

Through our history curriculum pupils will develop –

- An excellent knowledge and understanding of people, events, and contexts from a range of historical periods.
- The ability to think critically about history and communicate ideas very confidently in styles appropriate to a range of audiences.
- The ability to consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate historical evidence derived from a range of sources.
- The ability to think, reflect, debate, discuss and evaluate the past, formulating and refining questions and lines of enquiry.
- A passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways.
- A respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgments.
- A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics.
- An understanding of their local heritage and how it relates to the national story.
- A deep understanding of challenging concepts known as 'Golden Threads'. The Golden Threads for history are -

Artefacts	Beliefs	Conflict	Culture and Pastimes	Food and Farming
Location	Main Events	Settlements	Society	Travel and Exploration

The detailed intent of the history curriculum is outlined in the following documents found on our school website –

- History Progression Map
- History Whole School Long Term Plan
- Knowledge Organisers
- GMPS EYFS subject overview

Implementation

EYFS

In the Early Years Foundation Stage (EYFS), early historical skills are part of the specific area 'Understanding the World'. Children will develop their understanding of chronology and the concepts of past and present. Opportunities will be provided for children to consider what has changed within their own lifetime and they will also be given opportunities to explore photographs and videos to begin to consider similarities and differences.

Years 1 to 6

- Through Years 1 to 6 children are taught to use a variety of source materials and to use writing, reading, discussion, diagrams, photographs, artefacts and technology to develop and share their ideas and understanding.
- Staff plan their own medium term plans based on the History Association unit plans and the Chris Quigley threshold concepts and milestones.
- A history exercise book is used for children in key stage 2 to record their learning and to provide the opportunity for children to review and revisit their ideas. In key stage 1, each class has a history floor book to record their learning.
- History lessons help children build up their chronological understanding, historical knowledge, interpretations of history and historical enquiry skills.
- At the beginning of each topic, a knowledge organiser is stuck into their books. This knowledge is revisited regularly. The knowledge organiser contains the 'sticky knowledge' which is to be retained by pupils.
- Sticky knowledge is reviewed by the children and rigorously checked and consolidated by the teacher. All learning will start by revisiting prior knowledge for children to retrieve and revisit prior learning. Low threat retrieval tasks such as quizzes are incorporated into lessons to review learning and facilitate retrieval of knowledge to strengthen memory.
- Key substantive golden threads are revisited to ensure retention of knowledge and to build historical schema by making connections across different time periods.
- At the end of a unit of work, children then use this accumulative knowledge to produce a 'double page spread' to display the knowledge that they have retained from the topic.

Impact

- The subject leader is responsible for reporting on standards in history across the school to the governing body.
- We measure progress in history by assessing whether pupils know more, remember more and are able to do more. This is done through low stakes quizzing against the knowledge organiser and the double page spread.
- Children are encouraged to assess and evaluate their own work at the end of each unit to help them appreciate how they can improve their own performance and what targets they

would set themselves in the future.

- Progress and achievement in History are passed on to parents and carers at open evenings and in the annual report.

References used to help shape this policy

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