

Newdale Primary School and Nursery



History Policy 2023

1. What is the purpose of studying history?

The National Curriculum states that - A high-quality history education will help pupils gain a **coherent knowledge and understanding** of Britain's past and that of the wider world. It should **inspire pupils' curiosity to know more about the past**. Teaching should equip pupils to

- ask perceptive questions,
- think critically,
- weigh evidence,
- sift arguments,
- develop perspective and judgement.

History helps pupils to **understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups**, as well as their **own identity** and the **challenges of their time**.

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

- **know and understand the history of these islands** as a **coherent, chronological narrative**, from the earliest times to the present day: how **people's lives have shaped this nation** and how **Britain has influenced and been influenced by the wider world**
- **know and understand significant aspects of the history of the wider world**: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a **historically grounded understanding of abstract terms** such as 'empire'
- **understand historical concepts** such as continuity and change, cause and consequence, similarity, difference and significance, and **use them to make connections, draw contrasts, analyse trends**, frame **historically-valid questions** and **create their own structured accounts**, including written narratives and analyses
- **understand the methods of historical enquiry**, including how **evidence is used rigorously** to make historical claims, and discern **how and why contrasting arguments and interpretations** of the past have been constructed
- gain **historical perspective** by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

2.1 What does this look like in the Early Years?

Within the specific area of learning within Development Matters, **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 parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, **listening to a broad selection of stories, non-fiction, rhymes and poems** will foster their understanding of our culturally, socially, technologically and ecologically diverse world.

As well as **building important knowledge**, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Broken down further, the Early Learning Goal concerned with **Past and Present** sees the children at the expected level of development-

- **Talking about the lives of the people around them** and their **roles in society**;
- Knowing some **similarities and differences** between **things in the past and now**, **drawing on their experiences** and **what has been read in class**,

- Understanding the **past through settings, characters and events encountered in books read in class** and **storytelling**

2.2 What does this look like in Key Stage 1?

- Pupils should 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**.

2.3 What does this look like in Key Stage 2?

- Pupils should continue 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**.

When identifying our substantive order concepts, we have looked carefully at how knowledge will build upon previously learnt knowledge. We have considered the content that pupils will have already covered in EYFS and what they will go onto cover in Key Stage 3.

See below for our history coverage at Newdale and examples of unit overviews from KS1 and KS2.

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	Listen to stories involving time language eg a long, long time ago	Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.	George Stephenson Trains and transport events within living memory Key concept: Industry	Florence Nightingale /Mary Seacole/Edith Cavell The lives of significant individuals in the past who have contributed to national and international achievements Key concept: Invasion Power	Changes in Britain from the Stone Age, Bronze Age and Iron Age. Key concept: Settlement Religion Monarchy Power Invasion	Ancient Egypt An in-depth study of an early civilisation Key concept: Settlement Monarchy Religion Power	The Vikings and Anglo-Saxons struggle for the Kingdom of England Key concept: Invasion Settlement Power Religion Monarchy	World War 2 British history beyond 1066 Key concept: Invasion Power
Spring	Listen to family and growing stories, keyworker board baby and family photos. Be able to: to talk about their ages and growing up, how old they were. Know that they used to be a baby. Use time related language	Similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; Understand the past through settings, characters and events encountered in books read in class and storytelling.	Castles and Medieval England Significant historical places in their own locality. Invasion Settlement Monarchy Power	Gunpowder Plot Events beyond living memory that are significant nationally or globally. Key concept: Religion Monarchy Power	Roman Britain The Roman Empire's impact on Britain. Key concept: Invasion Settlement Industry Power Empire Religion	The Industrial Revolution A significant turning point in British History Key concept: Power Industry	Ironbridge Local history study – How important was Ironbridge in the Industrial Revolution? Key concept: Settlement Industry	Crime and Punishment Through the Ages British history beyond 1066 Key concept: Religion Power Monarchy
Summer	Use mirrors. Parents to share special times at home and compare them eg holidays, festivals, birthdays. Pictures of their favourite toy, photo or drawings of siblings, grandparents.	Talk about past and present events (part of transition) in their own lives. Talk about similarities and differences in places and living things, making observations of animals and plants.	Great Fire of London events beyond living memory Key concept: Industry Settlement	Grace O'Malley A study of the life of a significant individual drawn from the history of Britain and the wider world. Key concept: Invasion Monarchy Power		Anglo-Saxons and Scots and their settlement in Britain Key concept: Invasion Settlement Religion	The Maya Civilisation A non-European society that provides contrasts with British history. Key concept: Settlement Class Religion	Ancient Greece A study of Greek life and achievements and their influence on the western world Key concept: Empire Religion Settlement

Generative knowledge overview

	Substantive order concepts						
	Invasion	Settlement	Monarch	Power / Rebellion	Religion	Empire	Industry
EYFS N	Land of Make believe	Land of make believe	Land of make believe				What goes up must come down
EYFS R	Once upon a time	Once up a time			Celebrations		
Year 1	Castles	Castles Great Fire of London	Castles	Castles			First Railways Great Fire of London
Year 2	Grace O'Malley Nightingale/ Seacole/Cavell		Grace O'Malley The Gunpowder Plot	Grace O'Malley The Gunpowder Plot Florence / Edith	The Gunpowder Plot		
Year 3	Stone age to Iron age The Romans	Stone age to Iron age The Romans	Stone age to Iron age	Stone age to Iron age The Romans	Stone age to Iron age The Romans	The Romans	
Year 4	Anglo-Saxons	Anglo-Saxons Earliest civilisations	Earliest civilisations	Industrial Revolution Earliest civilisations	Anglo-Saxons Earliest civilisations		Industrial Revolution
Year 5	The Vikings	The Vikings The Maya Ironbridge	The Vikings	The Maya	The Vikings The Maya		Ironbridge
Year 6	Battle of Britain	The Ancient Greeks	Crime and Punishment	Crime and Punishment Battle of Britain	Crime and Punishment The Ancient Greeks	The Ancient Greeks	

Disciplinary knowledge overview

Second order concepts	Classifying types of historical arguments					Processes by which evidence is established and agreements constructed	
	Cause	Consequence	Change and continuity	Similarity and difference	Historical significance	Sources and evidence	Historical interpretation
This starts formally in Key Stage 2. We give the pupils the opportunities to experience this informally across key stage 1.							
Year 1	Great Fire	Great fire	Great fire		Castles	Castles Great fire First Railways	Castles First Railways
Year 2	Florence / Cavell/ Seacole	The Gunpowder Plot Florence / Cavell/ Seacole	Florence / Cavell	Florence / Cavell/ Seacole Pirates	Pirates The Gunpowder Plot	Florence / Cavell / Seacole Pirates The Gunpowder Plot	Pirates The Gunpowder Plot
Year 3	The Romans		The Romans Stone age – Iron age	The Romans		The Romans Stone age – Iron age	Stone age – Iron age
Year 4	Anglo – Saxons		Anglo – Saxons Industrial Revolution	Anglo – Saxons Earliest civilisations Egypt	Earliest civilisations Egypt	Industrial Revolution	
Year 5	Vikings		Ironbridge	Vikings	Maya Ironbridge	Maya	Vikings
Year 6	Crime and Punishment	Battle of Britain			Crime and Punishment Ancient Greeks	Crime and Punishment Ancient Greeks Battle of Britain	Battle of Britain

		Year 1	Year 2
	Main enquiry Question	What is significant about the achievements of George Louis Stephenson?	Why is the rhyme 'Remember, Remember the 5 th November' significant?
Generative knowledge	Substantive concepts	Industry	Monarch, Religion, Power, Rebellion
Disciplinary knowledge	Second order concepts	Historical interpretation Sources and evidence Historical significance	Historical interpretation Sources and evidence Historical significance Consequence
	Main enquiry Question	What changed as a result of the Great Fire of London?	How did Florence Nightingale, Mary Seacole and Edith Cavell change how people are looked after by nurses?
Generative knowledge	Substantive concepts	Monarchy	Invasion, Power
Disciplinary knowledge	Second order concepts	Sources and evidence Change and continuity Similarity and difference Cause	Sources and evidence Historical significance Change and continuity Consequence
	Main enquiry Question	How good were castles at stopping invaders and protecting the people who lived inside?	Should we call Grace O'Malley a pirate?
Generative knowledge	Substantive concepts	Invasion, settlement, monarchy, power	Power/ Rebellion, Monarchy, Invasion
Disciplinary knowledge	Second order concepts	Historical significance Historical interpretation Sources and evidence	Similarity and difference Sources and evidence Historical interpretation Historical significance

		Year 3	Year 4	Year 5	Year 6
	Main enquiry Question	Why is it difficult for historians to build a picture of our prehistoric past? *Long unit*	How far did the Anglo-Saxon invasion change Britain?	Is the reputation of the Vikings as violent warriors deserved?	How have the attitudes and ways of dealing with crime and punishment changed since 1066?
Generative knowledge	Substantive concepts	Invasion, settlement, monarch, power, religion	Invasion, settlement, religion	Invasion, Settlement, Power, monarch.	Religion, power, monarch
Disciplinary knowledge	Second order concepts	Sources and evidence Change and continuity Historical interpretation	Change and continuity Cause Similarity and difference	Cause Historical interpretation Similarity and difference	Cause Sources and evidence Historical significance
	Main enquiry Question	In which ways did the Romans change the lives of the Britons during the time they settled here?	How do historians know what it was like to be a child during the Industrial Revolution?	Why should we remember the Mayans?	What would have been the consequence of Germany being successful in the Battle of Britain?
Generative knowledge	Substantive concepts	Empire, Invasion, settlement, rebellion, power	Power, industry	Settlement, religion, power,	Invasion, power
Disciplinary knowledge	Second order concepts	Cause Change and continuity Sources and evidence Similarity and difference	Sources and evidence Change and continuity	Sources and evidence Historical significance	Consequence* Historical interpretation Sources and evidence
	Main enquiry Question		What did the earliest civilisations have in common and what were their achievements?	Why is Ironbridge called the birthplace of modern industry?	What is the most important legacy of the Ancient Greeks?
Generative knowledge	Substantive concepts		Settlement, religion, monarchy, power	Industry, settlement	Empire, Religion, Settlement
Disciplinary knowledge	Second order concepts		Similarity and difference Historical significance	Change and continuity Sources and evidence	Historical significance Sources and evidence

History topic/ Period: Year 2 Florence Nightingale / Edith Cavell / Mary Seacole		Linked content covered previously: Castles (concept of invasion), Government (Great Fire) Treason (Great Fire of London), Linked content to be covered: Industrial Revolution (Significant people), Battle of Britain (significant individuals)	
National curriculum objective:		The lives of significant individuals in the past who have contributed to national and international achievements	
Generative knowledge <i>Enables future learning</i>	Chronological Understanding/ knowledge: <i>Sequencing, events, stories, pictures and periods over time to show how different times relate to each other and contribute to a coherent understanding of the past.</i>		Use words and phrases such as a long time ago, recently and years to describe the passing of time in relation to Florence Nightingale and Edith Cavell
	Substantive knowledge / concepts: <i>Abstract concept interwoven throughout the teaching of core knowledge.</i>		Invasion, Power
Hinterland knowledge	Hinterland knowledge: <i>Connects and organises information into a coherent narrative, provides a meaningful context and secures examples, develops initial schemata for later learning.</i>		A nurse is a person how tries to make someone better. There have been changes to life over time. What the Government is. The definition of the term treason.
Disciplinary knowledge <i>how historians investigate the past and construct historical claims, arguments and accounts.</i>	Second order concepts: <i>As set out in the National Curriculum This starts formally in Key Stage 2. We give the pupils the opportunities to experience this informally across key stage 1.</i>		Sources and evidence <i>Ask questions about Florence Nightingale, Mary Seacole Edith Cavell.</i>
	Classifying types of historical arguments	Processes by which evidence is established and agreements constructed	Similarity and difference <i>Compare the lives of Florence Nightingale, Mary Seacole and Edith Cavell.</i>
	Cause Consequence Change and continuity Similarity and difference Historical significance	Sources and evidence Historical interpretation	Consequence /Change <i>How have their actions had an impact on the world we live in today? How have they had an impact on modern nursing?</i>
Enquiry question: <i>Designed to develop disciplinary and substantive knowledge at the same time, with the understanding of each supporting the other.</i>			How did Florence Nightingale, Mary Seacole and Edith Cavell change how people are looked after by nurses?
Substantive knowledge <i>Building Knowledge about the past.</i>	Core content to be delivered: what the children will know and understand by the end of this topic		
	<ul style="list-style-type: none"> Florence Nightingale was a British nurse born in Florence, Italy. She wanted to become a nurse but her father wouldn't let her as it wasn't a job a lady should have. She finally became a nurse in 1853. She treated soldiers during the Crimean War and became known as 'The Lady with the Lamp'. Florence is remembered for changing the way hospitals were run. Florence ran a field hospital in Scutari. She realised that dirt caused illness, and saved lives by insisting on cleanliness. Mary Seacole learned herbal medicine from her mother, but never trained as a nurse. She was known as 'Mother Seacole'. 		<ul style="list-style-type: none"> She travelled to the Crimean paid for by herself and set up "The British Hotel" as a safe place for injured soldiers, after being told she could not join the team of nurses who went out with Florence Mary often rode on horseback across the battlefields to rescue wounded soldiers Mary was left with no money after the war, but the soldiers raised funds to help support her. Edith trained as a nurse in 1896. In 1907 she was asked to be in charge of a nursing training school in Brussels, Belgium. During WW1 Edith nursed and saved soldiers from both sides of the war – this is why she is significant. The First World War was very different from the Crimean war, with clean, well-equipped hospitals, fighting in trenches, and new technology . She also hid over 200 allied soldiers from the Germans. She was arrested for treason and sentenced to death.
	Key Dates		Key individuals/ places
<ul style="list-style-type: none"> 1805 – Mary Seacole was born. 12th May 1820 - Florence Nightingale was born. 1853 – Florence qualified as a nurse. 1853 – Crimean War started. 1854 – Florence asked to nurse soldiers during the Crimean War. 1854 – Mary Seacole pays for herself to travel to the Crimean War to treat soldiers. 1856 – End of the Crimean war and Mary returns to England. 1860 – Florence sets up her own nursing school. 4th December 1865 – Edith Cavell born in Norfolk, England. 1914 – World War One breaks out. 12th October 1915 – Edith was convicted of treason and killed. 		Florence Nightingale Mary Seacole Edith Cavell Belgium Crimea	Allies / allied Crimea Crimean War Nursing Treason Soldier First World War

<p>History topic/ Period: Year 5 The Vikings</p>	<p>Linked content covered previously: The location of Norway, Sweden and Denmark (Geography), recognise that Scotland has many Islands which also make up the country (Year 2 Geography) Know the conditions that plants need to grow and how different soils affect plant growth (Years 2 and 3 Science), Understand the importance of the water when trading / settling (Year 4 Egyptians), know what a pirate is and why they would travel to other locations (Year 2)</p> <p>Linked content to be covered:</p>																				
<p>National curriculum objective:</p>	<p>The Viking and Anglo Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p>																				
<p>Generative knowledge <i>Enables future learning</i></p>	<p>Chronological Understanding/ knowledge: <i>Sequencing, events, stories, pictures and periods over time to show how different times relate to each other and contribute to a coherent understanding of the past.</i></p>	<p>To know the definition of AD and era. To place the Viking invasion on a timeline of their knowledge of British history studied so far. To relate the terms invasion and settlement to different historical periods, explaining the differing reasons for these.</p>																			
<p>Hinterland knowledge</p>	<p>Hinterland knowledge: <i>Connects and organises information into a coherent narrative, provides a meaningful context and secures examples, develops initial schemata for later learning.</i></p>	<p>Monarchy, Invasion, Settlement, Power</p> <p>That Britain was an island which had been previously invaded by the Romans, who left the country very different to how it had been before. The Anglo-Saxons were not one united nation, but were made up of different tribes. They often fought against each other and they divided England into several kingdoms – Northumbria, Mercia, East Anglia, Essex, Wessex, Sussex, Kent. The Anglo Saxons had wealth. The location of Norway, Sweden and Denmark in Europe and that these can be called Scandinavia.</p>																			
<p>Disciplinary knowledge <i>how historians investigate the past and construct historical claims, arguments and accounts.</i></p>	<p>Second order concepts: <i>As set out in the National Curriculum</i></p> <p>Classifying types of historical arguments</p> <p>Cause Consequence Change and continuity Similarity and difference Historical significance</p>	<p>Processes by which evidence is established and agreements constructed</p> <p>Sources and evidence Historical interpretation</p>	<p>Cause <i>Teaching pupils the art of causal reasoning / shaping of arguments relates to the way that historians analyse how / why – select and combine information and shape into a coherent causal explanation.</i></p> <p>Historical Interpretation <i>Relates to an understanding of how and why different accounts of the past are constructed.</i></p> <p>Similarity and difference <i>Learning to move beyond stereotypical assumptions about the past and to recognise and analyse the diversity of past experience.</i></p>																		
<p>Enquiry question/s: <i>Designed to develop disciplinary and substantive knowledge at the same time, with the understanding of each supporting the other.</i></p>		<p>Is the reputation of the Vikings as violent warriors deserved?</p>																			
<p>Substantive knowledge <i>Building knowledge of the past.</i></p>	<p>Core content to be delivered: what the children will know and understand by the end of this topic</p>																				
	<ul style="list-style-type: none"> The Viking homelands were in Norway, Sweden and Denmark. The Vikings spoke a language called Norse and the word Viking means ‘pirate raid’ in this language. That the Vikings invaded Britain, known as the Kingdom of England between AD790 to 1100. There were many reasons for invasion including to loot riches and for fertile land to farm due to poor quality soil in their homelands, or not being given land to farm. The Vikings settled in East Scotland, South West Wales, South East Ireland and the North / East of England. 	<ul style="list-style-type: none"> Vikings used longboats to travel. The Vikings were not all warriors – many came to settle for a new life. These were craftsmen and farmers. Viking trade was important – they used coastal locations to trade from. The Anglo Saxons were religious and the men who devoted themselves to serving God were called Monks. Monks lived in isolated communities in buildings called Monasteries and the Vikings identified that they were wealthy. The Vikings were not Christians and did not see the harm in attacking religious buildings 																			
	<p>Key Dates</p> <ul style="list-style-type: none"> Viking invasion began in AD790. The raid on Lindisfarne Monastery in 793 was the first recorded and one of the most brutal. AD884, a treaty was signed which saw the Vikings ruling over ‘Danelaw’ in the North/ East of England and the Anglo-Saxon Kingdom was ‘Wessex’ in the South. King Alfred the Great was the ‘King of England’ between AD886 to 889. Last invasion was in 1066, when William the Conqueror was King of England. 	<p>Key individuals / locations</p> <p>Gairsay, Isle of Orkney Svein Asleifarson Anglo Saxon chronical Lindisfarne monastery on Holy Island King Alfred the Great</p>	<p>Core vocabulary</p> <table border="1"> <tr> <td>Era</td> <td>Craftsmen</td> </tr> <tr> <td>Native</td> <td>Fertile</td> </tr> <tr> <td>Viking</td> <td>Saga</td> </tr> <tr> <td>Invasion / Invade</td> <td>Warrior</td> </tr> <tr> <td>Loot</td> <td>Archaeologists</td> </tr> <tr> <td>Raid</td> <td>Wealth</td> </tr> <tr> <td>Settle / Settlement</td> <td>Isolated</td> </tr> <tr> <td>Homelands</td> <td>Monk</td> </tr> <tr> <td>Scandinavia</td> <td>Monastery/ Monasteries</td> </tr> </table>	Era	Craftsmen	Native	Fertile	Viking	Saga	Invasion / Invade	Warrior	Loot	Archaeologists	Raid	Wealth	Settle / Settlement	Isolated	Homelands	Monk	Scandinavia	Monastery/ Monasteries
Era	Craftsmen																				
Native	Fertile																				
Viking	Saga																				
Invasion / Invade	Warrior																				
Loot	Archaeologists																				
Raid	Wealth																				
Settle / Settlement	Isolated																				
Homelands	Monk																				
Scandinavia	Monastery/ Monasteries																				

3. Cross Curricular Opportunity

3.1 English

History contributes to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. We ensure that some of the stories read to the children in both Key Stages are historically based. In Key Stage 2 this will include full length novels and in Key Stage 1, shorter stories. Some of the texts that we use in our English sessions are also historical in nature and we take the opportunity of combining history and literacy when appropriate.

3.2 Mathematics

The teaching of history in our school contributes to children's mathematical understanding in a variety of ways. Children learn to use numbers when developing a sense of chronology through activities such as creating time –lines and through sequencing events in their own lives. They also study different number systems from past cultures e.g Roman numerals and Maya hieroglyphics.

3.3 Citizenship

History contributes to the teaching of Citizenship. Debate and discussion are a valued means of teaching and learning. We help children to develop their knowledge and understanding of different cultures, so that they learn to avoid stereotyping other people, and acquire a positive attitude towards others.

3.4 SMSC development

In our teaching of history at Newdale Primary School and Nursery, we contribute, where possible, to the children's spiritual development. History contributes to the children's appreciation of what is right and wrong by raising many moral questions (e.g. the treatment of poor young children in Victorian times). See **Appendix**

3.4 Computing

Information and communication technology enhances our teaching of history wherever appropriate. This meets the statutory requirement for children to use ICT as part of their history work in Key Stage 2. Children use ICT to enhance their skills at presenting information through PowerPoint and in presenting written work with illustrations. They research information through the Internet and libraries of digital images.

4. History and Inclusion

4.1 At Newdale Primary School and Nursery, we teach history to all children, whatever their ability and individual needs. History implements the school curriculum policy of providing a broad and balanced education to all children. Through our history teaching, we provide learning opportunities that match the needs of children with learning difficulties, and we take into account the targets set for individual children in their Individual Education Plans. We endeavour to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this. For further details see separate policies: Special Educational Needs; Disability Non-Discrimination and Access; Gifted and Talented; English as an Additional Language (EAL).

4.2 We enable all pupils to have access to the full range of activities involved in learning history. Where children are to participate in activities outside the classroom, such as a visit to a museum or historical site, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

5. Assessment for learning

5.1 Children demonstrate their ability in history in a variety of different ways. Younger children might, for example, dress up in costumes from different historical periods or act out a famous historical event, whilst older pupils might produce a PowerPoint presentation based on their year group enquiry questions. Teachers will assess children's work by making informal judgements during lessons and using retrieval practise throughout a unit. On completion of a piece of work, the teacher assesses the work and uses this information to plan future learning. Written or verbal

feedback is given to the child to help guide his or her progress. Older children are encouraged to make judgements about how they can improve their own work.

5.2 We assess work in history by making informal judgements as we observe the children during lessons. We use retrieval practise and low-stakes assessment opportunities to inform future planning and identify misconceptions and gaps in knowledge. Once the children complete a whole unit of work, we make a summary judgement of the work of each pupil in relation to the National Curriculum and Newdale's history curriculum. This is passed to the Curriculum Lead who will produce a SAD report and report back to Subject Leaders. Class teachers decide whether pupils have met ARE +/- . We use these to plan future work with pupils, to provide the basis for assessing the progress of the child, and to pass information on to the next teacher at the end of the year.

5.3 The subject leader keeps samples of the children's work in a portfolio, which shows the expected level of achievement in history in each year of the school.

6 Resources

The use of evidence is vital to enable us to know what really happened in the past, from books, documents, buildings, landscapes, archaeological remains, reminiscence of older people, internet, pictures, photos and sources.

7 Monitoring and review

The history coordinator, alongside the head teacher, are responsible for monitoring the standard of the children's work and the quality of teaching in history. The nominated teacher is also responsible for supporting colleagues in their teaching, for being informed about current developments in the subject, and for providing a lead and direction for history in the school.

Successes					
<ul style="list-style-type: none"> • Development of new curriculum in light of CPD. • Dedicated history book to improve chronology understanding across the school and development of timeline. • CGP books resources offered to CTs. • Enrichment opportunities through themed days e.g. Stone Age, Egyptians and Maya. • Implementation of new curriculum offer. • New curriculum mapped to contain golden threads of knowledge. 					
Issue	Action	Monitoring Evaluation	Responsibility	Impact on pupil learning / Success Criteria	Timescale
Monitor implementation of new units	Ensure new resources and planning tools are available for all staff.	Subject lead email trails. Staff meetings and staff voice	Subject lead	Children will have a good understanding of chronology and where each topic fits within. Children will make connections with prior learning (long term memory) with evidence of retrieval practice. Evidence of golden threads being taught (explicitly in KS2, implicitly KS1 and EYFS)	
	Share new units with teachers before new school year. Retrieve evidence of golden threads.	Pupil Voice Book trawls Work evidence			
Chronological understanding and concept of time to be improved in all year groups	Updated timelines in all books. Ensure exposure to key dates and timelines within learning.	Book looks Pupil voice	Subject lead	Children's understanding of history and how it is interlinked is improved. Awareness of chronology and opportunities to reinforce (exposure to timelines)	
Ensure CTs utilise the local	Class teachers to ensure trips or	Subject lead email trails	Subject lead	Children will have a good subject knowledge of the local area e.g. place names, land use.	

<p>area/ volunteers to support the teaching of local history</p>	<p>visitors reflect local area</p> <p>Ensure visitors to school reflect knowledge of local area.</p>	<p>Staff reminders</p> <p>Pupil Voice</p>	<p>CTS</p> <p>Subject lead SMT</p>	<p>Maintain links with ex-Granville miners to demonstrate real-life applications of history.</p>	
<p>Provide enrichment opportunities and promote to CTs</p>	<p>Research history workshops/groups /places of interest to visit and share with CTs</p>	<p>Book looks</p> <p>Pupil Voice</p> <p>Staff meeting</p>	<p>Subject leader / Class Teachers</p>	<p>Children will reinforce learning and contextualise difficult concepts such as industry/ ancient civilizations etc through enrichment opportunities</p>	
<p>To provide opportunities for extended writing pieces.</p>	<p>Share opportunities for extended writing within history topic 1 x per term (on history rotation)</p>	<p>Staff meeting</p> <p>Book looks</p>	<p>Subject leader/ class teachers</p>	<p>Children to consolidate and demonstrate understanding of key facts and chronology within extended writes.</p> <p>Marking to be tailored to highlighting history content (not writing features).</p>	
<p>To meet 85% expectation or higher on 'Whole School Picture' data capture</p>	<p>Subject lead to discuss at staff meeting</p>	<p>NFER data/ SAD report</p>	<p>Subject Lead, Class teachers, SMT</p>	<p>At least one of the groups (boys, girls, disadvantaged, non-disadvantaged to be working at 85% expectation or higher) Boys currently (June '22) 83% EXS (Up from 81% Feb '22) Disadvantaged (June '22) 70% EXS (Down from 75% Feb '22)</p>	<p>Autumn 2023 Summative assessment (SAD report)</p>

Ensure all Year groups are visiting Ironbridge	Subject lead to speak to year groups and	Produce monitoring document.	Subject lead		Autumn 2023
Review whole school document for required adaption.	Subject lead and staff meeting for staff voice	Staff voice	Subject lead	Document relevant for year groups and match with national curriculum.	Autumn 2023