



History

'A people without the knowledge of their past history, origin and culture is like a tree without roots.'

Marcus Mosiah Garvey

Local Context:

Long Lane Primary is a Community School, built in 1966 and maintained by West Berkshire Council. It is situated in the Thames Valley in the Royal County of Berkshire. The village of Purley on Thames itself has been a settlement since Saxon times and has the River Thames passing through, the inspiration of Kenneth Graham's creation *The Wind in the Willows*. The surrounding area, from Oxford to Windsor and on to London, provides links to historic places, people and events.

(Please see [Curriculum Policy.docx](#) for details of Cultural Capital at Long Lane)

Intent

At Long Lane we believe that a varied History curriculum provides a positive culture of learning and discovery that inspires **children's curiosity** about the past through inspiring stories and texts, active learning and fact finding. We aim to provide an **inclusive**, engaging and progressive History curriculum so that all children can confidently develop their knowledge, skills and cultural capital as historians. Children will build a chronological awareness and understanding of local, British and world history and develop relevant knowledge and understanding of how the present has been influenced and shaped by past people, events and civilisations in both Britain and the wider world and their local **community**. We teach children key skills, such as questioning, analysing evidence, identifying similarities and differences, thinking critically, considering evidence and arguments in order to develop empathy, perspective and judgement.

Implementation

Early Years – History starts with an understanding of now and before and our youngest children learn this from the adults and routines around them. There are many opportunities for children to understand what has happened before and how things have changed and this centres on self and family.

Children are provided with opportunities to touch, feel and experience past events and traditions with planned activities, visitors and trips.

Children begin to learn about the past and present in early years by discussing themselves and their families and looking at similarities and differences between the past and now. This continues into Key Stage 1, where children build upon their knowledge and understanding of the past and present. They learn about similarities and differences between ways of life in different periods and develop their understanding of chronology by learning about significant people, events and places. Children continue to develop this knowledge through Key Stage 2 as they study the key historical concepts of chronology; significance; change and continuity; cause/consequence and interpretation, which are taught within the historical contexts outlined within the National Curriculum. Substantive concepts are taught, practised and applied through a range of activities.

History at Long Lane:

- Is taught through stories and some literacy lessons
- Having discussions around topics and topic specific vocabulary
- Making links between the past and present day
- Enriched through immersive opportunities such as trips and themed days
- Starts with a question to encourage investigation and curiosity
- Has cross-curricular links

(Please see [Teaching for Learning Policy 2023.docx](#) for details of Learning Behaviours, inclusion and Rosenshine Principles at Long Lane)

Impact

Our approach to History at Long Lane means that children:

- Develop a sense of chronology and understanding where people, significant places and events would be placed on a timeline
- Understand that time periods overlap
- Develop questioning skills so that questions are relevant
- Make links between the past and present
- Demonstrate knowledge and understanding of cause and consequence, similarities and differences, continuity and change
- Have experiences that add to their cultural capital
- Develop subject specific vocabulary

Pupil assessment and attainment

Teachers use **Assessment for Learning** strategies to ensure that children understand what they are being taught within a context and 'know more and remember more' of the key knowledge and skills outlined in each objective. These will include; mini quizzes, questioning, discussions and observations (including video and photography), peer assessment and appreciation, Think Pair Share, book looks and

comparisons. Teacher assessment occurs throughout teaching and learning with support implemented where appropriate. (see Teaching for Learning Policy linked below)

EYFS pupils' progress and attainment is assessed by the FS class teacher in the context of the EYFS framework and ELGs.

Monitoring and School Improvement Planning

The History Lead, the Headteacher, with support from the Governors regularly review and quality assure History across the school to ensure that it is implemented sufficiently well in line with the National Curriculum Objectives and aligns with the Vision and Values of the school.

Impact is measured through monitoring activities, including; learning walks, questionnaires to staff, pupil voice, looking at evidence of pupil's work, teacher's assessments and any other relevant evidence. In addition, they evaluate the impact and plans for future development of the subject for pupils and staff, utilising action plans, looking to develop new opportunities, refine current practice, plan CPD for staff and feed into the School Improvement Plan (where appropriate) from where Performance Management and school priorities stem.

Linked Policies – This policy sits under the following two umbrella policies;

[Teaching for Learning Policy 2023.docx](#)

[Curriculum Policy.docx](#)