

# Loxley Primary School

## History Policy



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

Theodore Roosevelt

## Statement of intent

Encouraging children to see themselves as historians and discovering how people's lives change through time is an essential element of our history curriculum at Loxley.



*Florence Nightingale at Abbeydale Industrial Hamlet*

Children show a fascination in our history curriculum. Their curiosity leads to an ever-building bank of knowledge of historical facts, which spiral outwards from local archaeological sites of national import to global events on other continents. Our enquiry-based curriculum enables children to see themselves as historians; questioning, researching and making links in their learning both chronologically and across the curriculum.

We want the children to have a deep knowledge and understanding in our four key concepts of Civilisations and Cultures, Change Where I Live, People Who Changed the World and Historical Events. These concepts weave through our curriculum as the children progress through school.

Loxley Primary School delivers a deep, broad and balanced history curriculum, which goes beyond national requirements. We enrich the children's learning at Loxley by encouraging the children to see themselves as historians, learning from high quality, tangible experiences. We offer all pupils the opportunity to learn through enquiry-based learning both in the school environment and further afield, benefitting from staff expertise, making links with local historians, as well as visiting and exploring local places and learning about local events.



*Spout Cottage*

In line with our tradition of 'aiming high together' we build upon the ongoing research, enthusiasm and expertise of our school staff, finding out about local



*Roman Day*

historical events which shape our children's world. Some of the more bespoke elements include studying Robin of Loxley, finding out about the origin of local carols, such as Spout Cottage as well as learning about some of the local heroes and events pertinent to Sheffield. A short story, based on the Sheffield Flood, has also been written and illustrated by members of staff and has been accompanied by a teacher's pack linking to the school's English

rationale. This has been used as a reading sequence in English.

## Implementation

### Teaching and learning

- 1.1. We cover themes both from within, and extending beyond, the National Curriculum as well as issues with relevance today including remembrance, local heritage and black history.
- 1.2. Teaching of history is delivered by class teachers.

1.3. Pupils will undertake independent work, and will have the opportunity to work in groups and discuss work with fellow classmates.

1.4. Lessons focus on a wide range of history skills and understanding, including the following:

- Research
- Enquiry
- Analysis of historical sources
- Evaluation
- Explanation



Sheffield Flood illustration by Tasmin Torrington (TA at Loxley Primary School)

1.5. Focus is put on the development of the following four concepts;

### Recurring Concepts

#### **Civilisations & Cultures**

What makes a civilisation? (Culture / power and conflict / settlements / jobs).  
Civilisation and cultural development throughout time – based around chronology and building on prior units.  
How do we know about them?  
What has their impact been?  
Their rise and decline (Year 3 upwards)

#### **Change Where I live**

What's special about Sheffield?  
How have things changed? (building on prior learning for each unit)  
Industry  
Invention  
Surviving primary & secondary evidence today.  
Buildings / clothes / lifestyle.

#### **People who changed the world**

Technological innovators  
Women  
Global pioneers / diversity  
Everyday heroes (Remembrance / immigration)

#### **Historical events**

How do we know about them? Focus on primary and secondary sources.  
Significance and impact.  
Differing perspectives and narratives.  
Impact on others at the time.  
Legacy today.

#### **History events and opportunities**

1.6. Immersive learning through educational visits and themed days brings history to life. These experiences can then be built upon in other areas of the curriculum, such as Reading, Writing or Maths.

1.7. Sometimes visitors come into school to talk to the children in relation to units of work taught.

#### **SEND and Disadvantaged**

1.8. We are keen to remove as many barriers as possible in order to provide an ambitious history curriculum for our pupils with SEND. Teachers endeavour to make history lessons as inclusive as possible by anticipating and minimising problems by making modifications or adjustments to activities. Sometimes this may be by providing a parallel activity for students so that they can work towards the same lesson objective as their peers but in a different way e.g. using a laptop. Occasionally, pupils with SEND may have to work on different activities or work towards different objectives than their peers.

1.9. Examples of the types of support we may offer during history lessons are;

- Summarising ideas in pictures
- Using visual timelines (or a combination of text and pictures)
- Demonstrations and role play
- Use of a laptop or iPad
- Pre-teaching for example vocabulary
- Recapping
- Reducing reliance on memory
- Scaffolding

## **Diversity**

1.10. We recognise and celebrate the variety of achievements and life experiences of people from a wide range of cultures and backgrounds. We encourage pupils to use empathy and recognise bias in order that children can see how history has been interpreted in the past and how these interpretations have been favourable/unfavourable to different groups of people.

1.11. Our concepts include

- **People Who Change the World** – We look at both men and women, people of a variety of ethnic backgrounds and people from a wide range of nationalities.
- **Civilisations and Cultures** – We explore civilisations and cultures from all over the world. We celebrate the rich diversity of global cultures from the past but also look for similarities and common human experiences that we can learn from them.
- **Change Where I Live** – We discover how both men and women and people of a range of different ethnicities have contributed to change in and around our local community.
- **Historical Events** – We learn how both men and women and people from a range of ethnicities both contributed to historical events and were affected as a consequence.

## **Resources**

- 1.12. History resources are stored in each classroom, including books and some artefacts (as appropriate).
- 1.13. Electronic resources are on staff shared work.

## Impact

We measure the impact of history in our curriculum in a number of ways including;

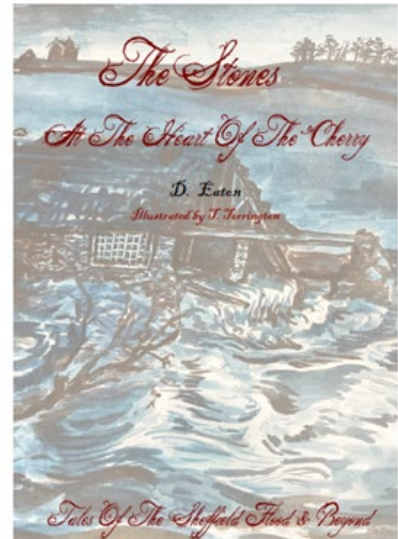
**Readiness for secondary school; an aim for all children to see themselves as historians and have some knowledge of local history.**

- Marking of written work in books
- Annual reporting to parents
- Images and videos of the children's practical learning
- Summative assessment of pupil discussions about their learning
- Interviewing the pupils about their learning
- Assessments and quizzes

### What will a Loxley historian look like?

We endeavour to give the children at Loxley a wide range of experiences in history. In aiming high together, we aspire that during their time at our school, a Loxley historian will develop the following;

- Analytical thinking
- Communication skills
- Problem solving skills
- Able to retrieve historical facts and place them in a chronology
- Independent research skills
- A deep knowledge and understanding of local history



*'The Stones' by Dan Eaton  
Teacher at Loxley Primary School*

### How do we enrich pupils' learning in History above and beyond the National Curriculum?

At Loxley, emphasis falls heavily on to an active and enquiring process of learning to bring History to life. Learners are engaged and challenged to think independently in assessing evidence; wherever possible we integrate the use of artefacts or other sources of evidence to create a dialogue or narrative about how, as Historians, we can learn about the past. Bespoke units of study, such as the Spout Cottage writing work or Riddle of Robin of Loxley cross-curricular enquiry, further extends pupils' understanding as well as embodying a feeling that they are explorers re-discovering forgotten elements to our shared past: these units are, in actuality, based on 'new' historical research unavailable anywhere else until now, so in essence this is true.

This is coupled with a desire to integrate more extensive time periods than those mentioned in the National Curriculum in order to establish a more complete chronology to primary age history, including aspects connected to Remembrance, local history (such as the Sheffield Flood, linguistic development of the region and the impact of the Enclosures Act on Loxley). We partner with external organisations such as Soundpost music (folk carol heritage) and Friends of Loxley Cemetery to help to achieve this. As a result, our learners leave Loxley feeling confident as historians and arguably better prepared for Key Stage 3 & 4 History.