



History Policy

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Date written:

July 2022

Review date:

July 2024

Approval status:

Date Agreed:

Principal: *G Rizzo*



DIOCESE OF SOUTHWELL
& NOTTINGHAM
MULTI ACADEMY TRUST

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1. Policy Aims

This History Policy aims to:

- Ensure consistency in the approach to the teaching of History across school
- Set out expectations for all members of the St John's community with regards to History

2. Intent and Priorities.

Intent

At St John's we understand that history is all around us and is constantly being created. The study of history ignites children's curiosity and captivation about the past in Britain and the wider world. Our teaching throughout the year groups, progresses to equip pupils with knowledge about the history of Britain and how it has influenced and too, been influenced by the wider world. Pupils will recognise and understand about significant aspects of the history of the ancient civilisations in addition to changes in living memory and beyond. Pupils will learn about the lives of significant individuals of the past, giving them an appreciation of human creativity and achievement. They will understand the methods of historical enquiry and be able to question sources of information. At St John's, we want our pupils to relish and love learning about history, putting it at the forefront of our curriculum. They should have an awareness that our past influences the present and that they themselves are a part of it.

Priorities

- To enquire into historical questions and form their own opinions and interpretations of the past.
- To be aware of chronology, making connections and contrasting eras.
- Pupils will gain knowledge and skills, through a flexible-multi-sensory approach enabling all pupils to deepen their understanding of who and what has shaped our world today.

3. Aims and objectives

The aims and objectives of the subject are as follows.

- to arouse interest in the past and stimulate children's curiosity into finding out more;
- to develop knowledge and understanding of how people lived in other times and how those times were different from today;
- to enable children to know about significant events in British history, and to appreciate how things have changed over time;
- to develop a sense of chronology;
- to encourage thinking about cause and effect, and how the past influences the present
- to experience a range of representations of the past;
- to develop the ability to communicate historical knowledge in a variety of forms;
- to have some knowledge and understanding of historical development in the wider world;
- to help children understand society and their place within it, so that they develop a sense of their citizenship and cultural heritage;
- to develop in children the skills of enquiry, investigation, analysis, evaluation and presentation.

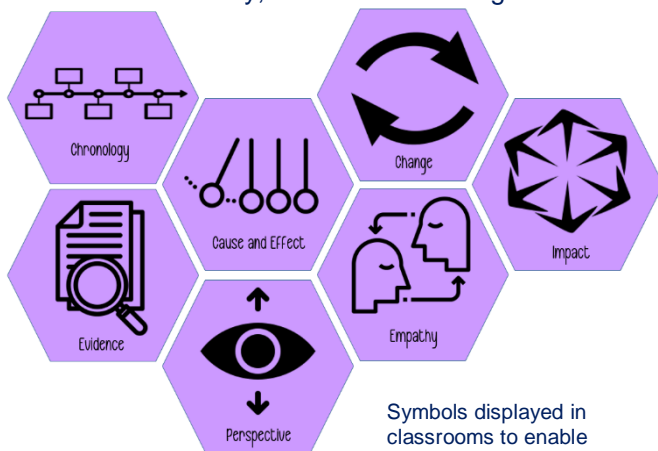
4. Implementation and impact

Implementation

Through our History Curriculum, we aim to inspire in pupils a curiosity and fascination about Britain's past and that of the wider world. In each year group, children will study units of history across the school year, which will often form the basis of that term's topic enabling the children to fully immerse in their history learning. In ensuring high standards of teaching and learning in history, we implement a curriculum that is progressive throughout the whole school for the development of history knowledge and skills. For younger children in Early Years and Key Stage 1, this incorporates changes in living memory, and learning about the lives of significant people and events of the past. In Key Stage 2, the focus broadens out to Britain's early history, how it has influenced and been influenced by the wider world, in addition to understanding the significant aspects of the history of the wider world through ancient civilisations and empires.

To ensure that all children fully develop as historians, our curriculum is built around the main disciplinary concepts taken from the National Curriculum:

- **Continuity and Change:** discovering aspects that remain the same or change over time. Children can be taught about trends and turning points within history. Within periods, the focus on changes can be considered for how they impacted on the lives of people living at the time.
- **Similarity and Difference:** assumptions and stereotypes about the past can be challenged. The lives of differing people can be compared during time periods. Children can also explore how chronologically similar periods of history differed or were the same. To make comparisons, different sources of information can be used.
- **Cause and Effect:** this is concerned with the narrative that is taught to children about a time period. There is a focus on the cause(s) of events and then the consequences of them.
- **Significance:** someone or something is significant if they are 'sufficiently great or important to be worthy of attention'. For children it can often show them the purpose and value of learning about the past. For older children, they can begin to compare significance and justify their own opinions.
- **Interpretation and evidence:** providing carefully planned opportunities across a key stage for pupils to challenge widely held historical views using a wide range of rich resources and a variety of accounts of the past. This allows children to explore and learn that history is a problem-solving subject. It encourages them to evaluate and interrogate source material, in order to identify certain aspects about a society, such as culture or government.



Symbols displayed in classrooms to enable children to be aware of the skills being used.

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Organisation and communication: ensuring that children have access to, and a thorough understanding of, historical terms and the key vocabulary within each history unit. Also providing children with direct links to English in order to enable children to organise and communicate their learning and skills in history. For example: when exploring a key question to develop children's understanding of why events happen, then there are direct links to explanatory writing.

Chronological understanding: ensuring that children understand not only the sequence of events within a history unit, but also how that period in history links chronologically with other key periods in history. For example: showing an awareness and understanding that key events in British history were happening while other civilisations/empires were flourishing.

Historical enquiry: providing children with enquiries so that they investigate history. This means working with a variety of sources; asking their own questions; seeking out relevant supporting material; and attempting to draw before them.

Within our periods of history, substantive concepts will be revisited, these are our recurring themes which allow children to make links between periods and see how different cultures behaved. Symbols are introduced at the beginning of lessons to help focus the children on the concepts covered:



Impact

Through our teaching of history, we provide opportunities for pupils to develop the key skills of:

- *Communication*, through reading and responding to a range of sources of information, when planning and carrying out historical enquiries, through taking part in discussions, and presenting findings in a variety of ways.
- *Application of number*, when using dates to calculate the length of time between events, or the average life span of people living in an era from headstones, and through carrying out calculations from databases as part of historical enquiries into trends and developments.
- *Co-operation*, through planning and carrying out historical enquiries that are classroom based or take place on a visit to a museum, gallery or site.
- *Improving their own learning and performance*, through reviewing their work at regular intervals, setting targets for improvement and assessing their achievement.
- *Problem-solving*, through finding out about the past by investigating a specific question or issue, deciding what information they need to know, identifying relevant sources of information and discussing their conclusions.
- *Thinking skills*, through work on processing and evaluating information, describing and explaining events and actions, and carrying out investigations of past events.

5. Roles and Responsibilities

Subject Lead

It is the responsibility of the history subject leader:

- to develop, implement and review an action plan for history;
- to monitor history throughout the school;
- to encourage staff to provide effective learning opportunities for all pupils;
- to develop valid activities appropriate for children at different stages of development, which enable pupils to progress in the subject.
- Renew, update and complement resources needed to deliver the curriculum, within budget restraints.

Monitoring of the standards of children's work and of the quality of teaching in history is the responsibility of the history subject leader. The work of the subject leader also involves supporting colleagues in their teaching, being informed about current developments in the subject, and providing a strategic lead and direction for history at St John's.

Teachers

It is the responsibility of class teachers to ensure the high quality teaching of History within their classroom. The progression of skills ladder should be used to inform planning, to ensure objectives and vocabulary are being met for their cohort. They are responsible for equipment and resources used to support lessons or should make the subject lead aware if resources are required.

Senior Lead

It is the responsibility of the senior leaders to support teaching staff and phase leads with the implementation and monitoring of History across the school. They should hold teachers accountable within the teaching and assessment of History.

6. History curriculum planning

History is listed as a foundation subject in the National Curriculum. Planning is split into two phases, long term and medium term.

Long Term Planning

Long Term planning links directly to the National Curriculum and the knowledge, skills and experience required in the Foundation Stage, KS1 and KS2. From KS2, history is taught in a mainly chronological order starting with the Stone Age to Iron Age.

Medium Term Planning

Medium term planning is created from enquiry based questions. Where applicable, the Historical Association documents are used to support teachers create a sequence of learning. Within lessons, children may explore a range of resources to help them develop knowledge and understanding. Lessons should end by reflecting on the enquiry questions so that children can begin to form their own opinions.

All KS1 and KS2 classrooms have a timeline which is used to develop chronological understanding. These are referred to at the start of each topic and teacher's link new learning to previous learning in line with the whole school knowledge and skills progression map. As part of the introduction to each new history topic, teachers review what the children already know and before each lesson, retrieval practice techniques are used to ensure learning is embedded. Work is displayed largely in big books, which should demonstrate high quality learning that is taking place with a focus on key questions, vocabulary appropriate to the learning and a range of resources being used to support.



Symbols displayed showing which area of History the children are learning about.

Foundation stage

We encourage the development of knowledge, skills and understanding that help foundation children make sense of their world as an integral part of the school's work. This learning forms the foundations for later work in History.

Understanding the World

ELG: Past and Present

Children at the expected level of development will:

- Talk about the lives of the people around them and their roles in society;
- Know some 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.

Key Stage One

Within Key Stage 1, pupils are expected to:

- Develop an awareness of the past, using appropriate vocabulary relating to chronological timelines and historical terms.
- Chronologically order important people and events they study.
- Identify similarities and differences between ways of life in different periods.
- Ask and answer questions.

- Select and use aspects of stories and sources to secure and show their knowledge and understanding of key events they have learned about.
- Understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Pupils will learn about:

- Changes within living memory – where appropriate, these should be used to reveal aspects of change in national life
- Events beyond living memory that are significant nationally or globally (for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries)
- The lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods (for example, Captain Robert Falcon Scott, Amelia Earhart and the Wright Brothers, Neil Armstrong and Helen Sharman)
- Significant historical events, people and places in their own locality (changes in housing within the local area, with a link to Mr Straw's House, changes in churches within our local area)

Key Stage Two

Throughout Key Stage 2 children at St John's C of E Academy will continue to develop their understanding and knowledge of a wide range of British, local and world history, as well as a secure awareness of chronological order of events.

Pupils are expected to:

- Identify connections, similarities, differences and developments over a period of time.
- Use the appropriate historical terms.
- Recognise and investigate historically valid questions, as well as develop reasonable responses to such questions through enquiry.
- Understand that a range of sources are used to aid construction of our knowledge of history.

To enable children to progress their historical knowledge through Key Stage 2, teachers will develop through a range of historical periods and the complexity of tasks and studies will develop.

Pupils will learn about:

- changes in Britain from the Stone Age to the Iron Age (with local links to Creswell Crags)
- the Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- conducting a local history study (Industrial Revolution and mining)
- an aspect or theme in British history that extends their chronological knowledge beyond 1066 (Industrial Revolution, mining, migration: The Windrush generation)
- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer, The Indus Valley, Ancient Egypt, The Shang Dynasty of Ancient China (The Shang Dynasty)
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300 (Early Islamic Civilization)

7. Links with other policies

English

History contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Children develop oracy through discussing historical questions, or presenting their findings to the rest of the class. They develop their writing ability by composing text where history may be the driving force.

Maths

The teaching of history 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 timelines and through sequencing events in their own lives. Children also learn to interpret information presented in graphical or diagrammatic form. They also study different number systems from past cultures, e.g. Roman numerals.

Spiritual, Moral, Social and Cultural Development

In our teaching of history we also contribute to the development of the children's spiritual, moral, social and cultural understanding by looking at the establishment of multicultural Britain and the moral implications of the actions of historical figures. Children are therefore provided with many opportunities to discuss moral questions (see SMSC Policy, Equality and Race Equality Policy).

Computing

Wherever appropriate we use computing to enhance our teaching of history. The children use ICT in a variety of ways, such as word-processing, finding information on the Internet and presenting information through PowerPoint.

Geography

Links are made to Geography so that children have an awareness of where countries are in the world that relate to units studied, such as Ancient Greece. Map work is crucial so that children can see how both Britain and the World has changed over time and how this has impacted the people living in periods of time. Geography also has an important role when discussing the migration of people and settlements that were created. The importance of trade links have helped to build and shape civilisations.

Art

Children should be taught about the history of art and how techniques have changed over time. Through artist studies, children should learn how events in their life may have influenced their style.

Resources

Our school keep a wide range of resources that support the teaching of history. These can be found in the subject store which is outside the library. Staff may have further texts within classrooms which may support history teaching. Additional resources can be ordered and obtain through consultation with the subject coordinator.

Health and Safety

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, teachers should be aware of health and safety issues. Risk assessments are undertaken prior to activities, to ensure that they are safe and appropriate for all pupils. Before undertaking a field trip, teachers are encouraged to visit the proposed area of study and fill in a risk assessment form. Further information can be found in the Health and Safety Policy and Educational Visits Policy.

8. Equal Opportunities in History

At St John's we teach history to all children, whatever their ability and individual need. This is in accordance with the school's curriculum policy of providing a broad and balanced education to all children. Through our history teaching we provide learning opportunities that enable all pupils to make good progress. We strive to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, new arrivals and those learning English as an additional language, and we take all reasonable steps to achieve this.

Intervention through SEND support will lead to the creation of an individual support plan for children with special educational needs. This may include, as appropriate, specific targets relating to history.

Teachers' planning will set high expectations and provide opportunities for all pupils to achieve, so that everyone can take part in lessons fully and effectively. Teachers will take specific action to respond to pupils' diverse needs by:

- creating effective learning environments;
- securing their motivation and concentration;
- providing equality of opportunity through teaching approaches – ensuring that children of all intelligences are given the opportunity to succeed and make progress;
- using appropriate assessment approaches;

9. Assessment and Recording

The knowledge, skills and understanding in the programmes of study identify the aspects of history in which pupils make progress:

Children demonstrate their ability in history in a variety of different ways. Teachers will assess children's work by making informal judgments during lessons. On completion of a piece of work, the teacher assesses the work and use this information to plan for future learning. Written or verbal feedback is given to the child to help guide his or her progress. Children are also encouraged to assess their own learning and make judgments about how they can move their learning forward.

At the end of a whole unit of work, the teacher makes a summary judgement about the work produced. Teachers then use the levels that they record to plan the future work of each child, and to make an annual assessment of progress for each child, as part of the annual report to parents and carers.

The subject leader keeps written and photographic evidence of the children's work in a portfolio. This demonstrates the expected level of achievement in history in each year of the school.

