

# History Policy

## Generic INTENT

Vision		Mission
*An inspirational, stimulating and well-resourced environment *A safe and secure school at the heart of the community *Inquiry, independence and enthusiasm for learning	*Preparing all children for life *A high quality professional team *Taking pride in all our achievements *High standards of behaviour	<b>Where every child counts</b>
<b>Excellent teaching gives children the life chances they deserve...Enjoyment is the birthright of every child. The most powerful mix is the one that brings the two together. Children learn better when they are excited and engaged – but what excites and engages them best is truly excellent teaching. Education is for all, not the few. All children have the right to be the best they can be. We foster a love of learning and the development of the well-rounded child.</b>		
<b>Preparing Children for Life</b> We believe that we are preparing children for 21 <sup>st</sup> Century life. We aim for them to be independent thinkers, confident learners and global citizens, equipped to live and work in and contribute to the global economy.		
<b><u>Aims and Objectives</u></b> <u>At William Barnes Primary School, we believe that children deserve:</u> <ul style="list-style-type: none"><li>• To be set appropriate and stimulating learning challenges</li><li>• To be taught well and be given the opportunity to learn in ways that maximise the chances of success</li><li>• To be given quality feedback which highlights successes and areas for improvement.</li><li>• To have adults working with them to tackle the specific barriers to progress they face.</li></ul> <u>It is also our aim that:</u> <ul style="list-style-type: none"><li>• Children develop a lasting love of all aspects of learning which will aid and enhance their further education and life.</li><li>• Children are given the opportunity to experience the widest variety of the written and spoken word possible - a vocabulary rich curriculum and school experience. This includes trips to pantomimes, art galleries and orchestral concerts.</li><li>• Children develop a healthy lifestyle this is supported by Active Learning, The Daily Mile, Wake and Shake and a robust healthy eating policy.</li></ul>		
<b><u>Knowledge and Skills</u></b> As a school, we believe in the equal relationship between knowledge and skills in our curriculum. We believe that: <ul style="list-style-type: none"><li>• Knowledge can be declarative ( to know that ) or Procedural ( to know how ).</li><li>• Both these forms are important and that Declarative knowledge is turned into Procedural knowledge through action and the act of applying.</li><li>• Skills can be Procedural knowledge as a result of the application of Declarative knowledge.</li><li>• Skills can be linked to dispositions and behaviours.</li></ul>		

In short, skills often procedural knowledge and are linked intrinsically to declarative knowledge.  
We prefer to see the debate laid out as:

Knowledge → Comprehension → Application → Evaluation

### **Global Community**

We aim to equip our children for living in,  
and contributing to, a secure,  
transformative and sustainable world.

### **Parents**

“For all children, the quality of the home learning environment is  
more important for intellectual and social development than  
parental occupation, education and income. What parents do is  
more important than who parents are.” (EPPE)

## **HISTORY INTENT**

### **Vision and Mission**

Our aims in teaching History are:

- To help children understand the present in the context of the past.
- To arouse interest in the past and encourage questioning and speculation.
- To foster a sense of identity and an increased understanding of pupils’ own position in their own community and the world.

- To foster an understanding of various cultural backgrounds.
- To contribute to children's knowledge of how societies and people have developed over time.
- To promote the skills of argument, hypothesis, chronology, sequencing, awareness of points of view, observation, evaluation, research, comparison, deduction, role-play.
- To enrich and support other areas of the curriculum.
- To prepare pupils for adult life by helping them to understand the nature of the society in which we live.

## Current Practice

History is a foundation subject in the National Curriculum. This policy outlines the purpose, nature, management and assessment of History as taught in William Barnes Primary School.

History is a valued part of the curriculum at William Barnes Primary School as it provides a means of exploring, appreciating and understanding the world in which we live. It involves enquiring about the past and using investigative processes.

History stimulates curiosity and imagination, building upon the child's innate curiosity about the past.

We encourage children to learn by experience and we value fieldwork where pupils find evidence, weigh it up and reach their own conclusions as an integral part of the history curriculum. To do this they need to be able to research, sift through evidence and argue for their point of view.

## **Aims**

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', 'civilisation', 'parliament' and 'peasantry'
- 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

## **Objectives**

### **Early Years**

*Within the EYFS, children in reception will begin to learn about History through Understanding of the World (People and Communities) this will also link to Communication and Language (Understanding and Speaking).*

Understanding the World involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment. To meet the Early Learning Goal children should be able to talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

Communication and language development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations

### **The National Curriculum states that;**

#### **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. In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

#### **Pupils should be taught 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, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality.

#### **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. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

#### **Pupils should be taught about:**

- changes in Britain from the Stone Age to the Iron Age
- 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
- a local history study
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

- 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
- 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.

## OVERVIEW

### History

Year Group	Autumn Term	Spring Term	Summer Term
R	<b>All About Me</b> <i>Changes over time</i> <i>Recent Past</i> <b>My Family</b> <i>Recent Past</i>	<b>Where I live</b> <i>Beginning to understand chronology - long ago and now</i> <i>- In the past</i>	<b>Holidays</b> <i>Comparing past and present</i> <b>Take One Picture</b> <i>Comparing past and present</i> <b>Born Free Day</b> <i>Past and present</i> <b>Transition</b> <i>future</i>
1	<b>Me and My World</b> <i>Changes within living memory</i> <i>Chronology - past present future</i> <b>Toys -</b> <i>Past and Present</i> <i>Chronology</i> <i>Changes within living memory</i> <i>Historical enquiry</i> <i>Using sources as evidence</i>  <b>The Great Fire of London</b> <i>Significant event beyond living memory</i> <i>Constructing and sequencing the past</i> <i>Historical enquiry</i> <i>Using sources as evidence</i>	<b>Superheroes</b> <b>Real Life Superheroes from the Past</b> <b>Florence Nightingale/Mary Seacole</b> <i>Lives of significant individuals who contributed to national achievements.</i> <i>Historical enquiry</i> <i>Using sources as evidence</i>	
2	<b>Australia</b> <b>Focus on Aborigines and treatment by European settlers</b> <i>Changes within living memory</i> <i>Events beyond living memory</i> <i>Historical enquiry</i> <i>Using sources as evidence</i> <i>Constructing and sequencing the past</i>	<b>Explorers</b> <b>Christopher Columbus and Neil Armstrong</b> <i>Lives of significant individuals who contributed to national achievements.</i> <i>Events beyond living memory</i> <i>Constructing and sequencing the past</i> <i>Historical enquiry</i> <i>Using sources as evidence</i>	
3	<b>WW2</b> <i>Develop chronologically secure knowledge and understanding of British, local and world history</i> <i>Address and devise historically valid questions about cause.</i> <i>Historical enquiry</i> <i>Select sources and information to investigate a person/event</i> <i>Develop use of appropriate historical terms</i>	<b>Ancient Egypt</b> <i>Constructing and sequencing the past</i> <i>Develop secure chronological understanding of world history</i> <i>Identify change and development</i> <i>Understand how knowledge of the past is constructed from a range of sources</i> <i>Historical enquiry</i> <i>Select sources and information to investigate a person/event</i>	

		Develop use of appropriate historical terms	
4	<b>The Roman Empire and its impact on Britain</b> <i>Constructing and sequencing the past</i> <i>Develop secure chronological understanding of British history</i> <i>Identify change and development</i> <i>Understand how knowledge of the past is constructed from a range of sources</i> <i>Historical enquiry</i> <i>Select sources and information to investigate a person/event</i> <i>Develop use of appropriate historical terms</i>		<b>Britain's settlement by Anglo Saxons and Vikings</b> <i>Constructing and sequencing the past</i> <i>Develop secure chronological understanding of British history</i> <i>Identify change and development</i> <i>Understand how knowledge of the past is constructed from a range of sources</i> <i>Historical enquiry</i> <i>Select sources and information to investigate a person/event</i>
5	<b>The Ancient Greeks</b> <i>Develop chronologically secure understanding of World history</i> <i>Compare and describe significant issues</i> <i>Identify and explain different interpretations of events, developments and people.</i> <i>Devise a historical enquiry and reach a valid conclusion selecting and using appropriate sources</i> <i>Understand how our knowledge of the past is constructed from a range of sources</i>		<b>Local History Study</b> <i>Stone, Bronze and Iron Age to present day</i> <i>Develop chronologically secure understanding of British history</i> <i>Address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time.</i> <i>Devise a historical enquiry and reach a valid conclusion selecting and using appropriate sources</i> <i>Develop appropriate use of historical terms</i> <i>Understand how our knowledge of the past is constructed from a range of sources</i>
6		<b>The Mayans</b> <i>Develop chronologically secure understanding of World history</i> <i>Address and devise historically valid questions about change, similarity and difference; cause and significance</i> <i>Construct informed responses that involve thoughtful selection and organisation</i> <i>Understand how our knowledge of the past is constructed from a range of sources</i> <i>Develop appropriate use of historical terms</i>	<b>Born Free Foundation</b> <b>History of Animal Welfare</b> <b>Protest in History</b> <i>Develop chronologically secure understanding of British history</i> <i>Address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time.</i> <i>Devise a historical enquiry and reach a valid conclusion selecting and using appropriate sources</i> <i>Develop appropriate use of historical terms</i> <i>Understand how our knowledge of the past is constructed from a range of sources</i>

## IMPLEMENTATION

## How We Teach

### How is History planned and taught?

1. Long, medium- and short-term planning is designed by class teachers and overseen by the History subject leader to ensure progression and coverage of skills across each key stage. **Teachers refer to the Learning Organisers for the knowledge, skills and vocabulary they need to inform their planning.**
2. History is taught as either an isolated subject or linked to other curriculum areas through a half-termly or termly **theme** which is detailed in the 'Connected Curriculum' medium term plans. History has strong links with English, maths, science and computing as well as RE and PSHE
3. Teachers plan lessons to include a variety of teaching and learning styles including; whole class teaching, group and individual learning.
4. Teachers break down the broad learning objectives from the National Curriculum into smaller, lesson by lesson learning intentions. Success Criteria are then devised for and by the children.
5. Teachers ensure that the needs of SEND, Vulnerable and EAL children are met through planning differentiated teaching and learning activities to take account of individual needs, including the use of support staff.
6. Teachers plan History lessons to:
  - Enable children to develop their interest in the past, arousing their curiosity and motivation to learn.
  - Enable children to increase and develop their historical skills, concepts, knowledge and attitudes
  - Increase understanding of the present in the context of the past.
  - Enable children to develop and use their skills in enquiry, analysis, evaluation and argument.
  - Enable children to develop a sense of identity through learning about the past.
7. Teachers ensure that children are familiar with the key vocabulary, **listed in the Learning Organisers**, for the area of History they are studying and that this is accessible to all children via classroom displays, word banks etc.
8. Teachers plan to use the local area and visitors when appropriate, historical artefacts and primary sources including visits to museums etc. to support and develop learning in History.
9. Teacher's planning is given to the Headteacher as part of their medium and weekly plans.

### Reading/Vocabulary/Oracy

We believe reading to be the very bedrock for learning. Reading development is considered at every learning opportunity and opportunities for developing the reading practice of children and parents are constantly being updated. We are constantly evaluating new and existing strategies for encouraging home reading.

Time is given to vocabulary development within all subjects and children are encouraged to question new vocabulary at any opportunity. As stated before, we run our own Oracy Project, which supports the catch up process for young children with a vocabulary gap.

## Support

- There are regular staff meetings for the History subject leader to update staff.
- Staff have access to the Keystage History primary materials
- Staff use the Rising Stars progression frameworks to assist with planning for progression and assessment

## Parents

At William Barnes Primary School, we believe that parents and teachers working together is highly beneficial to long term quality learning.

Parents are invited to join in with trips and fieldwork activities through the year and to support children with any home learning linked to History topics.

We welcome visits to school from parents with a particular interest, knowledge or skill that will enthuse and enhance the children's learning in History.

## IMPACT

### Assessment

#### Summative assessment

Work from throughout Reception in all seven areas of learning is used to create each child's end of EYFS profile. Several early skills, including chronological awareness and using and evaluating primary sources and historical artefacts are developed during learning in the EYFS that culminate in the Early Learning Goal for Understanding of the World,

All KS1 and KS 2 teachers keep their own records of their class's progress.

Children are judged annually as to whether they are working towards age related expectations (ARE), working at ARE or exceeding ARE and this information is stored **in the Assessment of skills progression Science and Foundation subjects folder for each year group. These folders follow the children through the school as they move on to the next year group.**

All teachers are required to report on the child's ability and effort made in History as part of his/her end of school year report.

#### Formative Assessment

In EYFS, teachers make frequent observations and record these through the online 'tapestry' programme. This is shared with, and can be added to, by parents and carers. These regular observations are linked to specific objectives within the Early Years framework.

Teachers in all classes use AfL strategies to monitor children's progress in lessons and over time.

## Multicultural/ Equal Opportunities

In accordance with our equal opportunities policy, all children regardless of race, gender or ability have equal access to the History curriculum at William Barnes Primary School. Class teachers plan and organise deepening activities for more able children and provide extra support for those who need it.

## Resources

- The resources available include: reference books, textbooks, library and museum loans, teacher prepared materials, pictures, photographs, online resources and artefacts.
- Resources will be kept in the History resource area in The Pod and in classrooms.
- Staff are encouraged to let the subject leader know if they require additional resources and the subject leader is responsible for ensuring that resources are in good condition and fit for purpose.
- Subject leader will ensure that staff have the necessary log in details for Keystage History and will keep staff updated on useful online and other resources. (Do we still have access to this?)
- Staff will inform the IT technicians if there are any difficulties with online resources

## Monitoring

The History subject leader is responsible for

- Taking the lead in policy development and subject overview designed to ensure progression and continuity in History throughout the school
- Support colleagues in the development of planning, implementation of National Curriculum objectives and in assessment and record keeping procedures.
- Monitor progress in History and advise Head teacher on action need.
- Conduct work sampling regularly, focussing on different aspects of teaching and learning
- Keep up to date with developments in History education and disseminate information to colleagues as appropriate.

The senior leadership team undertake regular work scrutinies.

<b>Adopted date:</b>	20 <sup>th</sup> November 2023
<b>Signature of Headteacher:</b>	K Wrixon
<b>Signature of Governing body:</b>	Chris Jones
<b>Next review date</b>	Autumn 2023