

History Policy



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Author	R Shaw

History at Whale Hill Primary School

This document is a statement of the aims, principles and strategies for the teaching and learning of History at Whale Hill Primary School.

History Intent Statement

Our History curriculum aims to inspire pupils with a curiosity and fascination about the past and a sense of identity so children can make connections and develop an understanding of their place in time. Through our progressive, enquiry-based framework, children will develop knowledge of significant people, events and civilisations from the past and an understanding of how they impacted on local, national and world history. Alongside developing their historical skills, pupils will develop a strong sense of locality and an interest in the past and how this has shaped the present day.

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, and develop perspective and judgment. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, the legacy and achievements of individuals and civilisations, as well as their own identity and the challenges of their time.

Aims of study

Our aims at Whale Hill are based on the 2014 National Curriculum and are intended 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.

How do we teach History?

History teaching focuses on enabling children to think as historians. In each key stage we give children the opportunity to visit sites of historical significance and, where possible, the opportunities to examine historical artefacts and both primary and secondary sources. We encourage visitors to come into the school and talk about their experiences of events in the past.

Enrichment opportunities are offered through these avenues. We recognise and value the importance of stories in history teaching and we regard this as an important way of stimulating interest in the past. We focus on helping children understand that historical events can be interpreted in different ways and that they should always ask searching questions, for example, 'How do we know?', 'What can I find out about...?', 'Where can I find out about...?', about information they are given. Teachers are also encouraged to make curriculum links to other subjects in their teaching of History, when relevant and beneficial, in order to provide a broad and balanced curriculum.

EYFS

In this phase, children talk about past and present events in their own lives and in the lives of family members. They know about similarities and differences between themselves and others, and among families, communities and traditions. In this phase, children are often introduced to individuals, concepts and time periods they will study in more detail in Key Stage 1.

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 this stage, pupils will 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 which are significant nationally or globally.
- 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.
- 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 will 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 civilisations.
- A study of ancient Greek life and achievements and their influence on the western world.

In both Key Stages 1 and 2, we plan using historical enquiry questions, which help to focus planning, learning and assessment.

We recognise that there are children of a wide range of academic ability within every class and we aim to provide suitable and beneficial learning opportunities by matching the challenge of the task to the ability of the child. We achieve this in a number of ways:

- Setting common tasks which are open-ended and can have a variety of responses.
- Setting tasks of increasing difficulty. Not all children complete every task.
- Grouping children by ability within the classroom and setting different tasks for each ability group - provision should be in place to both support the children with special educational needs and of a lower ability and stretch the more able and gifted and talented children.
- Providing resources of different complexity depending upon the ability of the child.
- Using classroom assistants, when available, to support groups.

History Curriculum Planning

We carry out curriculum planning for History in two phases. The long term plan maps the topics studied by each year group during each term over the academic year and breaks the focus enquiry question into sub-questions to be learned about and investigated. The medium term planning details what is to be studied during a half term for each week, in relation to a focused topic.

As the basis for medium term planning, we use the Whale Hill History Overview and Progression Grid documents, which were designed and based on the 2014 National Curriculum. History as a subject is allocated 30 hours of learning per academic year. The History Overview has been compiled with a strong emphasis on the development of knowledge and understanding and a separate document shows how the historical skills and concepts progress across EYFS, Key Stage 1 and Key Stage 2.

The History subject leader reviews planning and teaching regularly to ensure the coverage of objectives and skills is consistent across the school.

Implementation

What will History look like in the classroom?

- * Placing of the History being studied in the chronological context of previous learning, using a classroom timeline.
- * Lesson starter activity and low stakes quizzing - reviewing previous learning and consolidation of knowledge and skills through starter activities.
- * Specify key vocabulary to be used and its meaning.
- * Conduct historical enquiry using a variety of sources and / or artefacts.
- * Research, investigation and interpretation of findings.
- * Children will communicate their historical knowledge and understanding appropriately.
- * Children evaluate their learning and compare with other historical periods studied (as appropriate).
- * Display materials and timelines to support and enhance learning.
- * Appropriately challenging texts will be available to develop wider understanding.

Our pupils will:

- * Be engaged because they enjoy and are challenged by the curriculum we have designed for them through topics, activities, resources and enrichment opportunities.
- * Be resilient learners.
- * Develop historical knowledge and skills over time because of careful planning, focused delivery and time to practice and hone skills.

Assessment

We assess pupils as we observe them during lessons and mark their work following this, annotating with appropriate comments if necessary.

History skills and learning can be enhanced through effective verbal and written questions.


Our A, B, C marking code is used in all foundation subjects as follows:


* Pupils can correct, consolidate, extend and reason when they have been practising skills. Marking codes can be used to denote tasks on the IWB. For example:


A - Complete extension question. B - Complete consolidation question. C - Complete corrections.

Greater Depth questions are also included in books as a challenge for children who require this.

Teachers can highlight a square in books to denote whether the pupil has achieved the objective:

 You have achieved your objective.

 You will achieve your objective with a little more practice.

 You are yet to achieve your objective.

Gifted and talented children are identified on SIMS where relevant and on registers compiled by the Gifted and Talented Leader in collaboration with relevant teaching staff.

The History subject leader monitors samples of children's work across the school and conducts regular work scrutinies and learning walks. Furthermore, a sample of children are spoken to from all year groups to gauge their enjoyment, understanding and opinions on their historical learning.

Resources

There are sufficient teaching resources for most History teaching units in school, which are replaced and renewed as needed. Resources are kept by the appropriate year groups, relating to their topics. The resources within year groups also include appropriate textbooks.

Links with outside agencies are promoted where possible for enrichment. We currently have an established relationship with the 'History Boxes' company, which is linked with Murton Park Museum. All year groups have the opportunity, where possible, to use a box of resources alongside the teaching of a topic. This hands-on approach helps to bring the subject to life for children.

Monitoring and Review

Monitoring of the standards of work and the quality of teaching in History is the responsibility of the subject leader. The work of the subject leader also includes supporting colleagues in the teaching of History, updating staff on current developments in the subject and providing lead and direction for the subject in the school. Observations of teaching, planning and work scrutiny take place over the course of the year in order to maintain and continue to raise standards.

Impact

How will this be measured?

Pupil voice will show:

- * A progression of learning and understanding, with appropriate vocabulary.
- * A developed understanding of the methods and skills of historians at an age appropriate level.
- * A progressively developing understanding of key historical themes and concepts, as identified in the History progression document.
- * Confidence in discussing history and their own work.

Displays around school and books will show:

- * A varied and engaging curriculum which develops a range of historical skills.
- * Pupils have had opportunities for practice and refinement of skills.
- * Clear progression of skills in line with expectations set out in progression documents.
- * That pupils, over time, develop a range of skills across all of the areas of the historical curriculum.

The subject leader will:

- * Monitor standards in History to ensure the outcomes are at expected level.
- * Provide ongoing CPD support based on the outcomes of subject monitoring to ensure that the impact of the curriculum is wide reaching and positive.
- * Review and update documentation as required.