

History Policy



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History Aims and Objectives

Intention, Implementation and Impact – this document guides our approach and planning for history and is presented as an appendix with this document. It shows how the Golden Threads of our school approach are interwoven throughout the history curriculum as well as featuring our history rich seams – of chronology, enquiry and asking and answering why.

Much of what is below shows our intentions and how we implement them in the way we deliver history. Through this the impact we aim for is one that develops engaged pupils who understand the skills involved in being an historian and who have a developing knowledge of British history and selected areas of history outside our country.

The world our children live in (local, national and global) has been shaped by the past and so they cannot really understand their world without knowing about the past. In addition to this, historical perspective and skills make us better citizens, better able to sift information and think critically. History is perhaps the biggest subject of all as there is a history to all other subjects. It is therefore innately cross- curricular and especially good for supporting the development of literacy skills. In the EYFS and Infants, the main aims are to enjoy history, encourage curiosity about the past and to start developing an understanding of significance, change and continuity. By the end of the Juniors we want our children to leave our school with a range of positive history experiences and skills:

- enjoying history
- knowing why it is an important subject to study
- having developed a sense of chronology
- with a sound knowledge of the areas outlined in the National Curriculum
- understanding historical concepts such as change and continuity
- with a range of historical skills such as enquiry, examination and analysis of evidence and clear communication of findings
- understanding the contribution that people, events and eras have made to our way of life now

To these ends our objectives are to develop the key areas of the National Curriculum:

1. **Chronological understanding.** This means that we put timelines together and learn about BC and AD, but more importantly we start to get pupils to think about the links and extent of change between the areas we study, especially for British history. It is important that children know who comes first and how they impact upon the next group of people. It is important to refer back to eras studied in the preceding years. This links to the concept of **significance** of people and events and the legacy they left behind which has affected us today. It is good to look at 'What did the Greeks, Romans, Saxons, Vikings etc do for us?'
2. **Historical enquiry.** We want our pupils to leave St Philip's being able to ask their own questions, know how to find answers and then be able to communicate these to others. This leads into the skill of making a two-sided argument and being able to explain points for and against an idea.

3. **Historical interpretations.** Being able to question history. It has always been true that history is written by the winners and many voices have been under heard over the years. Pupils need to learn how to question the evidence and make their own judgements about what they can believe.
4. **Organisation and communication.** Whatever the knowledge or skills content is, children need to learn how to organise their ideas and how to communicate them. We learn to describe and explain in history and we need to equip children with the vocabulary to do this effectively. Being able to identify, organise, link and convey ideas about concepts like causation requires structure and specific vocabulary.
5. **Understanding of events, people and changes.** Another skill is 'spot the difference'! Being able to identify and then later weigh up the extent of change and continuity between eras and later being able to explain these aspects. Examining similarity and differences of experiences within an era helps develop our sense of diversity within our society.

Early Years Foundation Stage

We teach history in reception classes as an integral part of the 'Understanding of the World' work covered during the year. As the reception class is part of the Foundation Stage of the National Curriculum we relate the history side of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. History makes a significant contribution to the ELG objectives of developing a child's knowledge and understanding of the world through activities such as dressing up in historical costumes, looking at pictures of famous people in history or discovering the meaning of new and old in relation to their own lives. Children can go looking for clues with a magnifying glass. They are visited by Year 6 History Ambassadors to help develop their curiosity about the past. Beyond this the foundations for other aspects of history are developed. For example, in maths and storytelling – the ability to sequence is developed which aids chronological understanding.

In Key Stage 1 children will progressively develop skills, initially through a study of changes within living memory, leading on to events beyond living memory which are significant nationally or globally. They will also consider the lives of significant individuals in the past who have contributed to national and international achievements, along with significant historical events, people and places in their own locality.

In Key Stage 2 children will be taught about a selection of eras:

- Changes in Britain from the Stone Age to the Iron Age
- The Roman Empire and its impact on Britain
- The Anglo-Saxons and Vikings
- Turning points such as the Industrial Revolution or the Tudor Reformation (extending pupils' chronological knowledge beyond 1066)
- An overview of the achievements of the earliest civilizations, with an in-depth study of Ancient Egypt
- Ancient Greece
- A non-European society that provides contrasts with British history...The Maya of Central America
- Local history such as the development of Southport, and/or the impact of World War Two on the NW

Role of the subject leader

The work of the history subject leader includes a range of roles:

- Work alongside staff to implement the teaching of history throughout the school
- Monitor, review and support the teaching and progression of history skills through book scrutiny, lesson observations and pupil interviews
- Evaluate assessment data in Target Tracker to inform future planning
- Identify (where relevant) alongside staff and head teacher, priorities for inclusion within the School Development Plan
- Provide support, resources and details of available training for teachers
- Attend history cluster meetings and keep abreast of current requirements/ training/ resources available
- Meet with link governor to update on developments in history

Teaching and Learning Style – adaptive teaching

History teaching focuses on enabling children to think as historians. We place an emphasis on asking questions and examining historical artefacts and primary sources. 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. Some examples of this include Stone Age Boy which has been used in Year 3 and Anglo Saxon Boy which can be used in Year 4. We focus on helping children understand that historical events can be interpreted in different ways and that they should always ask searching questions such as “how do we know?”, about information they are given. We recognise the fact that in all classes there are children at different stages in their history journey and we seek to provide suitable learning opportunities through an adaptive teaching and learning approach. Success criteria are given so children know what is expected. Approaches include

- Setting common tasks which are open-ended and can have a variety of responses
- Promoting lots of pupil talk and engagement – partner tasks
- Scaffolding and presenting small chunks of learning
- Providing resources of different complexity - different types (video, picture, song, text, drama etc)

Curriculum Planning

There are three phases to this (long-term, medium term and short-term).

The long-term plan can be seen in the curriculum map for history which shows the topics which are studied in each year group of each Key Stage. In this way we can plan to strengthen chronological understanding. Children study history topics in conjunction with other subjects, especially at Key Stage 1 but children are encouraged to think of history as a separate subject too. In Key Stage 2 we place an increasing emphasis on independent historical study and sometimes take an overall enquiry approach. We teach the knowledge, skills and understanding set out in the National Curriculum through the corresponding programme of study.

We have a medium-term planning document (HISTORYCURRICULUM – Medium term planning) that gives a detailed overview of how units have been taught in the previous year – which outlines progression and explains the choices of our units. In addition to this teachers have access to a variety of resources such as the those from the Historical Association and those on the school shared drive in the History folder. These plans are outlined in our **Knowledge Organisers**. These have been created for each unit and they outline the main aspects of each topic: big questions that can be asked in that topic; key dates for chronology; main historical skills; relevant subject vocabulary; legacy and links to other aspects of the curriculum including Christian Values.

Short term plans are those plans the class teacher makes lesson by lesson. The objectives cover the skills and knowledge outlined on the tracker ladder sheets which are stuck into front or back covers of the relevant exercise books.

We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit and we build planned progression into the scheme of work based upon the tracker ladders so that the children are increasingly challenged as they move up through the school and are given opportunities to show that progression.

The Contribution of History to Other Subjects

English History contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that we use are historical in nature. Children develop oracy through discussing historical questions or presenting their findings to the rest of the class. They develop their writing ability by composing reports and letters and through using writing frames. Children deploy their Spag knowledge in their history writing and indeed they are challenged to stretch themselves in this respect. By Year 6 they are developing the skills of writing balanced arguments for history questions.

Mathematics History teaching contributes to the teaching of mathematics in a variety of ways. Children learn to use numbers when developing a sense of chronology through doing activities such as time-lines. Children learn to interpret information presented in graphical or diagrammatic form.

Information and Communication Technology (ICT) We use ICT in history teaching where appropriate and where it is practical to do so. Teachers regularly use ICT to present information to a class and use sites such as Google Earth and airpano.com to engage pupils in seeing a range of locations. Children use ICT in history to enhance their skills in data handling, in presenting written work and researching information using the iPads, the internet and items put on the shared drive. Children have the opportunity to use the digital camera.

Personal, Social, Citizenship and Health Education (PSCHE) and Citizenship History contributes significantly to the teaching of personal, social, citizenship and health education. Children develop self-confidence by having opportunities to explain their views on a number of social questions such as how society should respond to various situations. They discover how to be active citizens in a democratic society by learning how laws are made and changed. They learn how to recognise and challenge stereotypes and to appreciate that racism is a harmful aspect of society. They learn how society is made up of people from different cultures and start to develop tolerance and respect for others.

Spiritual, Moral, Social and Cultural Development Through history we contribute to the children's spiritual development; for example during the year we have a focus upon themes such as Black History Month, Remembrance and Holocaust Memorial Day. We also provide children with the opportunity to discuss moral questions, or what is right and wrong, when studying topics such as child labour in Victorian Britain. Children learn about the different religious beliefs through the ages and different cultures and the development of Christianity from Roman times and changes in the church in Tudor times. They find out how British society has changed over time. The history programme of study enables children to understand that Britain's rich cultural heritage can be further enriched by the multi-cultural British society of today. They learn that different religions and cultures use different calendars. They explore different cultures with different approaches to religion e.g. Native Americans, The Maya and Ancient Egyptians.

Fundamental British values

History lessons are an arena for promoting knowledge and understanding of the main British Values (rule of law, democracy, individual liberty, mutual respect and tolerance of different faiths and beliefs) and these overlap with citizenship as outlined above and these are integrated into the Curriculum according to the 2011 Prevent Strategy. History Ambassadors act as role models of active citizenship and there are competitions within school and we promote national competitions too. These help to develop active citizenship too. History is enhanced by talking to older generations, especially in KS1 but this is encouraged where relevant throughout the school. This helps to promote mutual understanding and respect. Some examples of visitors that come into school are those in Year 1 when learning about the 1960s or childhood/homes in the past.

Inclusion and the History Curriculum SEN – adaptive teaching

We teach history to all children. History forms part of the school's curriculum policy to provide a broad and balanced education to all children. We provide learning opportunities matched to the needs of children and we consider the targets set for individual children in their Individual Education Plans (IEPs). Teachers take account of the three principles of inclusion that are set out in the National Curriculum:

- **Setting suitable learning challenges**
- **Responding to the diverse learning needs** of pupils
- **Overcoming potential barriers to learning** and assessment for individuals and groups of pupils

Equal Opportunities.

It is the responsibility of all teachers to ensure that children - irrespective of ability, race, gender, age, faith, sexual orientation, and disability - are given full access to the history curriculum and make the greatest possible progress in accordance with recent legislation. Please refer to the schools Equal Opportunities Policy. In history we have to point out that attitudes to race and gender were different in the past and that there have been gradual changes in attitudes toward the tolerance and equality we expect today. We use materials that feature images of diversity.

Assessment and Recording

Teachers will monitor and review individual progress during lessons and using evidence gathered over a period to summarise that progress. Progress is recorded termly on the Insight assessment system and individual tracking ladders (stuck in the children's History books) at the end of each unit. Data from this is collated and analysed by the co-ordinator and then shared with the Headteacher and Link Governor. Findings from assessments will be used to inform the action-planning process. Within each unit there is also a longer writing task which will be assessed using success criteria. We will engage in whole school moderation exercises.

Health and Safety

Artefacts are used within classrooms and care is taken to supervise these appropriately. When activities take place outside the classroom in the school grounds (such as Year 3 re-enacting Boudicca's Revolt) care is taken to brief pupils about safety issues and to monitor activities accordingly. Risk Assessments are required for trips outside school and these are shared with the staff involved.

Resources

The History Subject Leader oversees a central bank of history resources. These include artefacts, games, information cards, costumes, chronology resources and 'Why study history' resources. Advice is also available about suitable video clip and internet resources.

Monitoring and Review

The History Subject Leader contributes to the development plan each year through a subject action plan and review. Monitoring and review will take place according to current school practice. This policy document will be reviewed every 12 months to assess its value as a working document.

Signed:

Head teacher

Signed:

Chair of Governors Date:



History

Intentions, Implementation and Impact Statement

At St Philip's our History Curriculum is driven by our whole school vision and values.

Happiness, Love and Security Abound

Everyone is Special

Every achievement is celebrated

Relationships and teamwork matter

A beacon of light in the community

Christ is in everything we do

Subject Leader: Deborah Lund

History: intentions

Our golden threads run through our history provision - **Educating for Wisdom, Knowledge and skills** - **Educating for hope and aspiration** - **Educating for community and living well** - **Educating for dignity and respect**

We have three rich seams to base our history curriculum around –

Chronology – what's the time?
Enquiry – detective work – sources –
what do we want to investigate?
Why? – know why – ask why –
explain why

Golden Threads



Rich Seams



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In addition to this, historical perspective and skills make us better citizens, better able to sift information and think critically. History is perhaps the biggest subject of all as there is a history to all other subjects. It is therefore innately

cross- curricular and especially good for supporting the development of literacy skills.

When designing and reviewing our curriculum provision and choices we are keen to **balance the demands for a knowledge rich curriculum with the skills that are intrinsic to being an historian**. We want to deliver **a coherent curriculum that pays explicit attention to progression**. Our knowledge organisers have deliberately been created to do this. HA Primary News 84 confirmed much of what we have already chosen (Insights from a year of leading the knowledge rich curriculum by Robbie Burns) **and encouraged us to be braver in some aspects of what we do** (e.g. Democratising history lessons by Stuart Boydell and Extending the curriculum by Karen Doull) HA Primary News 85 has inspired us to develop our approach to diversity through an immigration unit in Year 6: migration stories – our local stories

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By the end of the Juniors we want our children to leave our school with a range of positive history experiences and skills:

- **enjoying history**
- **knowing why it is an important subject to study**
- **having developed a sense of chronology**
- **with a sound knowledge of the areas outlined in the National Curriculum**
- **understanding historical concepts such as change and continuity**
- **with a range of historical skills such as enquiry, examination and analysis of evidence and clear communication of findings**
- **understanding the contribution that people, events and eras have made to our way of life now**
- **appreciating how faith and Christian values have shaped our world**



History: implementation

Class teachers are supported in a range of ways:

- ❖ Membership of the Historical Association so that we are up to date with current thinking and constantly refreshing what we do
- ❖ A subject specialist who is the subject leader
- ❖ Regular support with pedagogical strategies for driving progression
- ❖ Recent resources developed to enhance chronological understanding and increasingly independent historical research skills
- ❖ Knowledge organisers which equip non specialists with a skills and knowledge approach
- ❖ A series of history ladders which outline progression
- ❖ Word banks
- ❖ Reaching out to family members who can come in and share their own history stories

INSET which has...

- ❖ equipped teachers with a bank of Learning Objectives and differentiated Success Criteria
- ❖ demonstrated activities to develop pupils understanding of why we study history
- ❖ outlined chronology activities
- ❖ given a skills focussed approach to use alongside knowledge

History Ambassadors who...

- ❖ Promote history (and British Values) around the school...displays, assemblies and history club
- ❖ Support subject teaching by acting as lead learners in other classes or as Wow starters/chronology developers when they visit dressed in historical costume to be interviewed by pupils
- ❖ Lead whole school worship which develops a sense of how the past has informed the present and helps us appreciate the society we now live in
- ❖ Lead class worship sessions within the school which incorporates appreciation of British Values
- ❖ Host exhibitions for parents about historical events such as remembrance and highlight the variety of what we do in school
- ❖ Deliver competitions which encourage pupils to take an interest in their local area and family histories
- ❖ Engage with our local community via visits to the church and church Welcome In
- ❖ Organise fund raising and raising money for charities linked to our history curriculum
- ❖ Act as chronology buddies to the infants
- ❖ Work with EYFS children to help develop their sense of time using e.g. a seasons jigsaw activity
- ❖ Lunchtime to help fill gaps for those falling behind with chronology and interactive activities



History: impact

A lively, engaged and informed group of History Ambassadors...who in turn engage pupils across the year groups

High levels of pupil enjoyment of history

Impressive examples of history across the age range in terms of oral and written work

Developing sense of history as a discreet subject with skills and vocabulary but also of its connections to other areas of the curriculum and its relevance to our world today

Regular reflection of what we've achieved and what our next steps should be

How do I know I am better at history now than I was?

Pupils are encouraged to look back and see their emerging skills and successes.

The areas outlined in the national curriculum and which target tracker has tried to use have significant overlap but below is an indication of the progress expected and which often goes from an ability to talk and write briefly to significant pieces of written work in the upper Juniors.

By Year 5 and 6 pupils can see that

Chronological understanding

- history vocabulary has developed e.g. words to do with time such as eras, decades, centuries
- their sense of chronology has developed e.g. from everything just being 'in the past' to a sense of what was recent past and what was long ago and what was a very long time ago....that instead of just thinking that everything in the past was different from now...they can see and weigh up the extent of change and continuity

Historical enquiry

- finding out about the past has moved on from a picture based approach to one that uses a wider range of sources
- use of sources has moved on from extracting information to examining it for usefulness and reliability
- a greater ability to ask and answer their own questions

Historical interpretations

- they have moved from extracting information in sources to seeing where sources differ and why that might be...an ability to compare sources and their reliability

Organisation and communication

- era specific vocabulary has increased via explicit use of word banks, vocabulary challenges and knowledge organisers
- extended written work has moved from description (what I know) to analysis (e.g. this happened because...to some extent...on the other hand)

Understanding of events, people and places

- From talking about or describing a topic to understanding topics as turning points and seeing a range of reasons for or outcomes of events