

History Policy

DUKE OF NORFOLK CE PRIMARY SCHOOL



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1. History Curriculum Intent

1.1 Aims of this Policy

This policy aims to:

This document reflects the Duke of Norfolk Primary School's values and philosophy in relation to the teaching and learning of history. It sets out a framework within which both teaching and non-teaching staff can operate and gives guidance on planning, teaching and assessment.

The policy should be read in conjunction with the Curriculum Map and the Vocabulary Map for history.

Our history policy covers all of the statutory expectations as set out in the [National Curriculum for England 2016](#) (DfE). It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#). In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

1.2. A.S.K and Our History Curriculum

SMSC Statement

At the Duke of Norfolk CE Primary School, we recognise that the personal development of pupils spiritually, morally, socially, and culturally, plays a significant part in their ability to learn and achieve. We therefore aim to provide an education that not only provides pupils with the required knowledge and skills in history, we provide opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive, caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures. We use the acronym **A.S.K (Attitude, Knowledge and Spirit)**.

History provides opportunities to promote the following:

Spiritual development: Spiritual education in history involves the mystery of how and why events in the past happened and their many causes, and helping pupils to a realisation that events did not have to happen that way, they could have taken other directions.

Moral development: Moral education in history involves pupils being encouraged to comment on moral questions and dilemmas. Pupils develop the ability to empathise with the decisions which ordinary people made at the time, based on their historical situation.

Social development: Social education in history encourages pupils to think about what past societies have contributed to our culture today. Pupils own social development is encouraged through working together and problem solving. History also has a role to play in helping people to express themselves clearly and to communicate better.

Cultural development: Cultural education involves pupils developing a better understanding of our multicultural society through studying links between local, British, European and world history. Pupils are taught to value past human achievement and spirituality.

1.3. Intent of our History Curriculum

The history curriculum is intended, in Key Stage 1, to enable children to acquire an understanding of time and of events and people in their and their parents' living memory. It is designed chronologically in reverse. Young children have very little concept of time, so we have devised a curriculum which starts at events in their own personal history and then moves back in decades to their parents' and grandparents' histories. In Key Stage 1, the aim is for pupils to handle artefacts, listen to first-hand evidence and testimony and to watch video clips to gather information together about the past. In Key Stage 2, the intent is to follow topics in chronological order

so that they can develop a sense of time and how civilizations were inter-connected. The curriculum builds pupils' understanding of time, chronology and how people lived. Historical skills and concepts build progressively across the Key Stage.

Our aims are also underpinned by the National Curriculum aims, which state:

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.

1.4. History Curriculum Organisation

How the history curriculum is organised:

- > The curriculum for history is specifically designed for children to build on prior knowledge and skills, and although working on a two-year cycle is split into phases to ensure that the progression remains chronological.
- > Curriculum mapping for history is split into 6 strands. These strands are:
 - Impacts and changes on places over time
 - How lives have changed over time
 - The changing role of the British monarchy
 - Significant turning points in the history of Britain
 - Characteristics of non-European ancient societies
 - Individuals who made history
- > Six units are taught per phase, and these take place over a half term. This allows sufficient time to cover the statutory content of history along with enrichment opportunities.
- > Whilst the Nursery and Reception cover the Statutory EYFS Framework, mapping for history makes clear the foundations that are to be laid in this vital stage. Where possible, these link to the Seven Areas of Learning and Development.

2. History Implementation

2.1. Planning

Planning for each unit of work is done on the school's agreed format for Medium Term Planning. This planning format makes explicit the links between prior and subsequent learning, sets out the pedagogical approach, makes clear how learning will be differentiated, and the vocabulary to be secured.

EYFS use a different planning format due to the inter-related nature of their curriculum, but this planning makes clear the history objectives for easy monitoring.

Planning is shared across the phase so that children access the same learning, and teachers share the planning workload.

Planning is stored on the shared server for easy access and monitoring.

2.2. Resources

We have a range of text books available in classrooms and the school libraries. Whole class sets of laptops and iPads are available for the children to use to carry out independent research. The subject leader is responsible for conducting an audit of resources and ordering any further resources requested by staff. There may be times when it is necessary to loan resources from external suppliers, such as Portland Basin. Visits are planned to enhance learning and provide hands on experience. People with an interest, or expertise, in a particular topic or area of history could be invited into school to work with the children. These might be parents, grandparents, other family members, neighbours or representatives of the local community.

2.3. Teaching and Learning

Teachers use a variety of teaching and learning styles in history lessons. Our principal aim is to develop the children's knowledge, skills and understanding in history and we use a variety of teaching and learning styles in our history lessons. We believe in whole-class teaching methods and combine these with enquiry-based research activities. We believe children learn best when:

- > They have access to, and are able to handle artefacts
- > They go on visits to museums and places of interest
- > They have access to secondary sources such as books and photographs
- > Visitors talk about personal experiences of the past
- > They listen to and interact with stories from the past
- > They undertake fieldwork by interviewing family and older friends about changes in their own and other people's lives
- > They use drama to act out historical events
- > They are shown, or use independently, resources from the internet and videos
- > They are able to use non-fiction books for research
- > They are provided with opportunities to work independently or collaboratively, to ask as well as answer historical questions.

We recognise the fact that we have children of differing ability in all our classes, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through providing scaffolds to support children to meet the learning outcome which might include differentiated tasks or resources, adaptations of the expected outcome and/or support from peers or adults. Sometimes we may need to or break down the learning outcome to smaller steps or visit an earlier cognitive step on the curriculum map (see below).

2.4. Inclusion

Teachers set high expectations in history for all pupils. They will use appropriate assessment to set ambitious targets for all, based on our curriculum maps, and plan challenging work for all groups, including:

- > More able pupils
- > Pupils with low prior attainment
- > Pupils from disadvantaged backgrounds
- > Pupils with SEND
- > Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study history, wherever possible, and ensure that there are no barriers to every pupil achieving. The history curriculum is mapped so that learning steps can be broken down to match a child's cognitive stage, however, as some topics in a strand can vary significantly (e.g., the **Local History** strand covers topics such as the **Romans** and the **industrial revolution**), we will use our expertise and knowledge of the child to plan accordingly. There are different ways we may do this, depending on the needs of the child.

- > It might be most appropriate to break the composite learning aim into smaller steps. An example is the Year 5/6 aim to *'Use evidence to build up a picture of how the human geography of Glossop changed during the industrial revolution'* which could be broken down to include changes within just one aspect of human geography such as **'houses'**.
- > It might be more suitable to track back through the strand to find an appropriate aim for children to work on. Using the same example from Year 5/6 to *'Use evidence to build up a picture of how the human geography of Glossop changed during the industrial revolution'* teachers may select aims from a previous phase, which although are under a different 'topic', can be adapted to fit in with the current class topic. For example, **'talk about any monuments that they know of or of some civic buildings'** from phase 1 could easily be applied to the Industrial Revolution.

Where there are physical/accessibility barriers, appropriate adaptations will be made to ensure children can access the learning at the appropriate level.

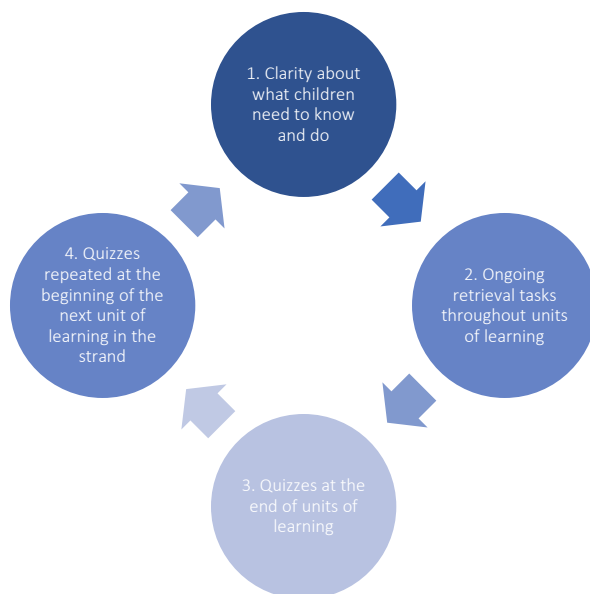
Teachers will seek advice and support from the SENDCo when necessary.

Teachers will also take account of the needs of pupils whose first language is not English. History lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part and achieve.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

2.5. Assessment and Recording

In order to check that children are progressing in history, (that they know more, can do more, and remember more), and that our teaching and learning is matched well to the children's needs, we continually employ a range of formative and summative assessment strategies.



Clarity for teachers and children about what they need to know and do, supports learning, and makes criteria for assessment clear. Our curriculum maps provide clear composite and component knowledge and skills to underpin this.

Ongoing retrieval tasks are completed throughout a unit of learning which support children to move learning into their long-term memories. These tasks also help teachers to spot gaps in learning, address misconceptions, and adapt their teaching accordingly.

Summative quizzes at the end of a unit of learning help teachers to check on learning of composite knowledge. We know that assessment close to the point of learning can be misleading, so we repeat these quizzes at the beginning of the next unit of learning in the strand. This not only allows teachers to check that learning has been secured (at some distance from the point of learning) but supports children to retrieve knowledge/mental models in preparation for subsequent learning.

2.6. Roles and Responsibilities

2.6.1 The governing body

The governing body will monitor the effectiveness of this policy and hold the head teacher to account for its implementation.

The governing board will also ensure that:

- > A robust framework is in place for setting curriculum priorities and aspirational targets for history
- > Maintained schools only: Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- > The school is complying with its funding agreement and enough teaching time is provided for pupils to cover the requirements of the funding agreement
- > Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN) in history
- > The school implements the relevant statutory assessment arrangements
- > It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

2.6.2 Head teacher

The head teacher is responsible for ensuring that this policy is adhered to, and that:

- > All required elements of history, including those aspects which school chooses to offer, have aims and objectives which reflect the aims of the school and indicates how the needs of individual pupils will be met
- > The amount of time provided for teaching history is adequate and is reviewed by the governing board
- > Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of history
- > They manage requests to withdraw children from history, where appropriate
- > The school's procedures for assessment of history meet all legal requirements
- > Proper provision is in place for pupils with different abilities and needs, including children with SEN

2.6.3 History Lead for history

The history leader will:

- > Be the advocate for history in school
- > Provide advice or guidance to staff, when necessary
- > Keep abreast of local and national developments in history and disseminate relevant information to staff
- > Provide or source appropriate CPD to all staff, or targeted groups/individuals, as required
- > Set a timetable of monitoring and evaluation (see Monitoring) to monitor effectiveness of history and use to inform action planning and history development
- > Report findings of monitoring to SLT and Governors regularly
- > Feedback monitoring to staff in a timely and professional manner
- > Monitor to appropriate storage and responsible use of stock
- > Co-ordinate any display of history work.
- > Ensure the history leader file is kept current
- > Collect a portfolio of children's work, including photographs of, and examples of pupils' work

2.6.4 Teaching and Learning Staff

Teaching and learning staff will:

- > Ensure that the history curriculum is implemented in accordance with this policy
- > Engage actively with professional development and feedback in history in order to improve teaching and learning

3. Impact

3.1 Expectations

By the end of year 1, children should be able to:

- > Recognise the distinction between present and past (old & new) in their own and other people's lives
- > Use everyday terms about the passing of time
- > Know and recount episodes from stories about the past

- > Show an emerging sense of chronology by placing a few events and objects in order
- > Use a wide vocabulary of everyday historical terms, e.g. Here, now, then, yesterday, last week, a long time ago, last week, a long time ago.
- > Find answers to some simple questions about the past from sources of information including stories, objects, first-hand accounts
- > Find out something about the past from an older person
- > Find out something about the past by looking closely at objects or photographs
- > Find out something from the past by listening to and reading stories

By the end of Year 2 (Phase 1), children should be able to:

- > Show knowledge and understanding of aspects of the past beyond living memory, and of some of the main events and people studied
- > Begin to recognise that there are reasons why people in the past acted as they did.
- > Use terms concerned with the passing of time
- > Know and recount episodes from stories about the past
- > Show a developing sense of chronology by placing events and objects in order, and by recognising that own lives are both similar and different from the lives of people in the past
- > Use a wide vocabulary of everyday historical terms, e.g., e.g. hours, weeks, years, last year, ___ years ago, decades
- > Observe or handle sources of information to ask and answer questions about the past based on simple observations.
- > Ask and answer a question by using a specific source
- > Begin to identify some of the different ways in which the past is represented
- > Use two ways to find out about the past
- > Explain why eye-witness accounts may vary

By the end of Year 4 (Phase 2), children should be able to:

- > Show a developing understanding of chronology by the realisation that the past can be divided into different periods of time, the recognition of some of the similarities and differences between these periods, and the use of dates and terms
- > Compare characteristic features from different historical periods
- > Begin to produce structured work, making appropriate use of dates and terms
- > In response to questions (sometimes their own) begin to give a few reasons for, and results of, the main events and changes
- > Research what it was like in a given time period and present their findings
- > Show knowledge and understanding of some of the main events, people and changes studied
- > Identify some of the different ways in which the past is represented
- > Use various sources of information in ways that go beyond simple observations to answer questions about the past.
- > Use search engines to find historical sources rapidly
- > Look at viewpoints from an author and see how they may be trying to persuade

By the end of Year 6 (Phase 3), children should be able to:

- > Show factual knowledge and understanding of aspects of the history of Britain and the wider world.
- > Use this to describe characteristic features of past societies and periods, and to identify changes within and across different periods
- > Compare characteristic features from different historical periods and draw some conclusion

- > Produce structured work, making appropriate use of dates and terms
- > In response to others' and own questions: test out a hypothesis in order to answer a question, give some reasons for, and results of, the main events and changes and research two versions of events and compare them
- > Describe some of the main events, people, and changes.
- > Communicate knowledge and understanding while giving their point of view
- > Use multi-media skills to present their findings
- > Begin to produce structured work
- > Begin to select and combine information from a range of different sources.
- > Show some understanding that aspects of the past have been represented and interpreted in different ways:
 - o 1. Identify and explain propaganda
 - o 2. Suggest why there may be different interpretations of events
 - o 3. Suggest why some events in history may be more significant than others

3.2 Monitoring and Evaluation

The history leader will create an annual timetable of monitoring and share it with SLT at the start of the academic year. This will include the planned methods of monitoring, the suggested dates, and the focus of monitoring, which may be informed by the School Improvement Plan, or the history action plan.

3.3 Methods of Monitoring

Methods of monitoring history may include:

- > Lesson observations (to be agreed as part of the formal Performance Management process) or informal learning walks
- > Interviews or questionnaires with children
- > Interviews or questionnaires with staff/parents
- > Looking at books or recorded work
- > [other methods of monitoring you might use]

3.4 Purpose of Monitoring

The purpose of monitoring is so that history leaders, SLT and Governors can answer the following questions:

- > What are the standards in history across the school?
- > Does the history curriculum meet our statutory requirements?
- > Does the history curriculum keep up-to-date with local and national changes?
- > Is the history curriculum effectively organised and applied for our context?
- > Is the history curriculum being implemented effectively and in line with this policy?
- > Where is there evidence of high-quality teaching and learning? What is enabling this?
- > Where is there evidence of inconsistent quality in teaching and learning? What is the barrier?
- > Do we have sufficient resources to implement history effectively?
- > What is the current picture in history? What enhances provision? What are the barriers?

- > What are the development priorities for history?
- > Is assessment in history effective? How do we know?
- > What are the priorities for staff development?
- > Are resources being effectively and responsibly managed?

3.5 Recording and Reporting Monitoring

History leaders may report findings in their monitoring in the following ways:

- > Feedback meetings with SLT
- > Written report on agreed monitoring proforma
- > Written feedback to teaching staff
- > Collated data from surveys/questionnaires
- > Newsletters to children/parents
- > Updated action plans with impact evidence

Governors monitor coverage of National Curriculum history and compliance with other statutory requirements through:

- > Meetings with history link governor (1-2 times per year)
- > Written report/Presentation to governors – annually

3.6 Policy Review

This policy was written by Kellie Wilson (DHT) and Melanie Hampson (history leader) on 28th October 2022

It will be reviewed by the history leader and approved by the governing body every three years, or sooner if required.