



HISTORY POLICY

Date: April 2019

Signed:

Review: April 2020

1. Aims

Hayton C of E Primary School 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 civilizations; 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', 'civilization', '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.

2. Objectives

To investigate and interpret the past

To build an overview of world history

To understand chronology

To communicate historically

To apply these transferable skills in a range of contexts

3. Teaching & Learning

The new National Curriculum suggests a high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. At Hayton C of E Primary we 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 judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. We also follow the Depth of Learning objectives for a fuller historical curriculum.

At all times we aim to make our delivery lively and interesting in order to stimulate the pupil's enthusiasm. We do this by linking practical investigations with theoretical content, such as class trips to Carlisle Castle, Beamish etc. and by developing their understanding of investigation by including primary and secondary sources of evidence

(artefacts, books, search engines) and emulating the skills used by historians, archaeologists, palaeontologists etc. We also encourage high quality questioning (taught in BLP) from both the pupils and as starting points for each new topic. Empathy is also encouraged and knowing that personal viewpoints can skew interpretation.

4. Planning

History lessons will be planned in line with the National Curriculum with the skills taught from Depth of Learning objectives so that teaching is strengthened and pupils' historical knowledge and understanding can be improved. History will be taught both as a discrete subject and in a cross-curricular way when the opportunity presents itself. Modules will be designed to enable pupils to achieve the learning objectives. Pupil progress towards these objectives will be recorded by teachers as part of their class recording system and once a term shared with the history subject leader for whole school tracking purposes using the Age Related Expectation grids and Basic, Advancing and Deep terminology. Teachers plan according to a topic guided by the elements laid out in the national curriculum (see Table 1 below) and using the Chris Quigley Essentials Curriculum. Please refer to the National Curriculum section for objectives for each year group and the 3 Milestones section from Depth of Learning.

Table 1- History National Curriculum.

| Key Stage 1 | Key Stage 2 |
|--|---|
| <p>Pupils will be taught about:</p> <ul style="list-style-type: none"> • 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 | <p>Pupils will be taught about:</p> <ul style="list-style-type: none"> • 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 |

5. Assessment and Recording

Teachers assess History using Chris Quigley milestones:

| | Milestone 1: Year 1 and Year 2 | Milestone 2: Year 3 and Year 4 | Milestone 3: Year 5 and Year 6 |
|---------------------------------------|---|---|--|
| To investigate and interpret the past | <ul style="list-style-type: none"> • Observe or handle evidence to ask questions and find answers to questions about the past. • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures, stories, online sources and databases to find out about the past. • Identify some of the different ways the past has been represented. | <ul style="list-style-type: none"> • Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. • Suggest causes and consequences of some of the main events and changes in history. | <ul style="list-style-type: none"> • Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. • Use sources of information to form testable hypotheses about the past. • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. • Understand that no single source of evidence gives the full answer to questions about the past. • Refine lines of enquiry as appropriate. |
| To build an overview of world history | <ul style="list-style-type: none"> • Describe historical events. • Describe significant people from the past. • Recognise that there are reasons why people in the past acted as they did. | <ul style="list-style-type: none"> • Describe changes that have happened in the locality of the school throughout history. • Give a broad overview of life in Britain from ancient until medieval times. • Compare some of the times studied with those of other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. | <ul style="list-style-type: none"> • Identify continuity and change in the history of the locality of the school. • Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times. • Compare some of the times studied with those of the other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. |

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|-----------------------------|--|---|---|
| | | <ul style="list-style-type: none"> • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. | <ul style="list-style-type: none"> • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. |
| To understand chronology | <ul style="list-style-type: none"> • Place events and artefacts in order on a time line. • Label time lines with words or phrases such as: past, present, older and newer. • Recount changes that have occurred in their own lives. • Use dates where appropriate. | <ul style="list-style-type: none"> • Place events, artefacts and historical figures on a time line using dates. • Understand the concept of change over time, representing this, along with evidence, on a time line. • Use dates and terms to describe events. | <ul style="list-style-type: none"> • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). • Identify periods of rapid change in history and contrast them with times of relatively little change. • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. • Use dates and terms accurately in describing events. |
| To communicate historically | <ul style="list-style-type: none"> • Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. • Show an understanding of the concept of nation and a nation's history. • Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace. | <ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era • change • chronology • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. | <ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era • chronology • continuity • change • century • decade • legacy • Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. • Use original ways to present information and ideas. |

Within each Milestone children are identified at working within the cognitive domains of Basic, Advancing or Deep relating to the level of independent working and depth of learning. Pupils' work will be constantly monitored and assessed using a variety of methods including:

- Observing pupils at work, as individuals and in a group
- Questioning, talking and listening to pupils
- Considering material produced by pupils and discussing these with them

6. Inclusion

The school aims to encourage all pupils to reach their full potential through provision of varied opportunities. We recognise that our curriculum planning must allow pupils to gain a progressively deeper understanding and competency as they move through our school.

We recognise that some children will move beyond any particular level and that others will need extra support. Pupils with special education needs will work on the same topics at different rates and levels through open ended tasks matched to individual abilities and needs. Exceptionally able pupils will be given differentiated tasks, which will enable them to tackle more complex issues and understand more difficult concepts. The school SENCO further supports this process.

All children will be given equal access to history irrespective of social class, gender, culture, race, disability, or learning difficulties. Respect and tolerance for all cultures will be promoted through the study of history.

7. Resources

We encourage children to learn by experience and value the importance of looking at artefacts, visiting museums, galleries and places of historical interest as an integral part of the history curriculum. To support this we have many resources in school or trips are organized to take advantage of the wealth of historical sites in the local area.

8. Health and Safety

In order to access and benefit from the entire history curriculum, pupils must feel safe within the classroom and around school. This can be monitored through all staff following the health and safety procedures of the school.

When organising and undertaking trips outside of the school grounds, risk assessments are undertaken, pre-visits are made and first aid kits alongside pupils emergency contact details and medical information are carried at all times.

When handling artefacts and other materials, pupils will be observed washing their hands before and after handling as well as being aware of any allergies which could be triggered.

9. Extra-Curricular Activities

In accordance with our history topics, school trips are undertaken to encourage the pupils' curiosity and questioning as well as allowing the pupils' to learn in a different setting. Speakers and theatre groups are also invited into school to boost the pupils learning and enthusiasm for the subject.

Parents and children are encouraged to research and further learning outside of school through tasks sent home from school or through day trips undertaken as a family.

10. Staff Development and Training Opportunities

The Head and history subject leader will oversee the daily running of the school system, and further develop the expertise of all staff through training sessions and classroom support. The Head and the history subject leader will assess and address staff training needs as part of the annual development plan process or in response to individual needs and requests throughout the year. Individual teachers should attempt to continually develop their own skills and knowledge, identify their own needs and notify the history subject leader of attendance at courses etc.