



# HISTORY POLICY

<b>Policy Date:</b>	March 2021	<b>Version:</b> Summer Term 2021 (1) – H Jowett – Subject Lead		
<b>Policy Review Date:</b>	March 2023	Mrs R Dulieu (Head teacher)	<i>R.L. Dulieu</i> Signature	10/05/2021 Date
<b>Ratified by Governing Body:</b>				
Name: Raj Gill-Harrison		Signature		Date

## 1. Curriculum Intent - History Curriculum Intent:

Pupils at St. Mary's Fields **will learn from the past as well as about the past**. They will develop curiosity about history through memorable, inclusive learning experiences and a curriculum that reflects the diversity of the UK today. They will establish a secure understanding of the chronology of key events in local, national and world history and make links between different historical periods and other areas of the curriculum. They will begin to appreciate that history is complicated, open to interpretation and doesn't always have 'right' or 'wrong' answers. Pupils will think critically by questioning and challenging sources and interpretations of the past; learning to delve deeper rather than taking information at face value when forming opinions. They will confidently express opinions and ideas.

The History Curriculum supports the whole school curriculum intent by delivering a curriculum that:

- Supports the acquisition of new language through the explicit teaching of vocabulary.
- Ensures the children have the opportunity to make links within the subject, across subjects and to prior learning.
- Exposes children to a broad range of memorable experiences beyond the classroom, inspiring our pupils to build a wider cultural capital and support their learning of new vocabulary.
- Provides the opportunity for children to learn more about their own culture and that of others.
- Teaches children to not only have a voice, but also to use it to enquire, challenge and communicate their ideas and opinions.
- Supports children to develop skills of enquiry, creativity and evaluation
- Develops children's subject specific skills
- Requires children to develop skills to work collaboratively and independently to achieve better outcomes.
- Develops the child's key characteristics, which are essential for learning and living.
- Teaches children to not only have a voice, but to use it to enquire, challenge and communicate their ideas and opinions to problem solve.

## 2. Organisation and planning - Implementation of the History Curriculum

Lessons are designed to ensure full coverage of the expectations set out in the Early Adopters EYFS Curriculum Framework and the National Curriculum and offer the opportunity for both knowledge and skills progression. The Curriculum is planned to develop the child's vocabulary by learning the technical language of history – ensuring the knowing, applying and understanding of these terms. It also ensures that pupils are taught to apply their character education work in their lessons, encouraging them to apply these to their work by developing their understanding of their character muscles.

History knowledge and skills have been organized into topics, headed by key enquiry questions and consideration has been given to ensure progression across topics throughout each year group. This is supported through specific topic knowledge organisers, which are provided at the beginning of each topic. At the start of each topic, pupils sequence key events from previously taught areas in order to gain understanding of where the new unit fits in chronologically. Five key themes have been chosen: religion/beliefs, immigration/emigration, structures/settlements, rights and rules, and the life of children (e.g. education, toys, food, clothes). These run through each topic (not all the themes are covered in each

topic) to enable pupils to compare and contrast different historical periods that they have learned about more effectively, noting changes over time.

The knowledge and skills progression map for History ([Appendix A](#)) is organised to ensure it is delivered in the manner it is intended and demonstrates that it considers:

- That the curriculum approach is thematic, creative, broad and makes links to other subjects.
- How the curriculum suits the local needs – where appropriate, links to local history have been incorporated into planning. The theme of immigration has been chosen to reflect the diversity of the school and the local population.
- How the skills and knowledge are designed, delivered and sequenced, considering the planning of History through the use of the Knowledge Organisers as our planning documents.
- That the children have access to high quality resources and materials to enable effective curriculum delivery.

### 3. Legislation and guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

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 2020 – Early Adopters - framework](#).

### 4. Roles and responsibilities

#### 4.1 The governing board

The governing board 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
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals.

#### 4.2 Head teacher

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

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
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- The amount of time provided for teaching the required elements of the curriculum 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 the National Curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

### **4.3 Subject Leaders**

Subject Leaders will ensure that their curriculum subject is implemented in accordance with this policy.

## **5. Inclusion**

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

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

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

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

## **6. Subject Monitoring arrangements**

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

- Governors monitor whether the school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes the required subjects, through planned Governor Visits, reading the end of year Governor's Reports and Subject Action Plans and looking at subject data and outcomes.
- Subject Leaders monitor the way their subject is taught throughout the school by: planning scrutiny – looking at Knowledge Organisers – considering the coverage, taught knowledge, skills & vocabulary. Learning walks – which monitor the quality of teaching, ensuring this reflects

the intent for the subject. The monitoring of work and outcomes – looking at the impact evidence - through the work in books, on display, photographic/video evidence etc. Staff & pupil interviews to get the teachers and children's opinions, which support measuring the impact.

- Subject Leaders also have responsibility for monitoring the way in which resources are stored and managed and are responsible for the ordering of new resources and managing the associated budget.
- The Head Teacher and the Subject Leader will review this policy every two years. At every review, the policy will be shared with the governing board.

## **7. Links with other policies**

This policy links to the following policies and procedures: The Assessment Policy & The Teaching & Learning Policy.

Appendix A = Progression & Skills Map for History

# DRAFT HISTORY SKILLS PROGRESSION MAP.

	F	1	2	3	4	5	6
<b><u>Chronological knowledge and understanding</u></b>  Understand where things fit into British and world timeline building on previous learning. Includes duration of events, sense of amount of time between each event/era and sense of period		<b>National Curriculum</b> Develop an awareness of the past.  Use common words and phrases relating to the passing of time  Know where all people/events studied fit into a chronological framework  Identify similarities/differences between periods		<b>National Curriculum</b> Continue to develop a chronologically secure knowledge and understanding of British, local and world history.  Establish clear narratives within and across periods studied  Note connections, contrasts and trends over time			
	Recognise some special times in their lives and the lives of others.  Anticipate specific time-based events such as mealtimes and home times.  To develop an understanding of growth, decay and changes over time.  To talk about past and present events in their own lives and in	<i>Establish where new learning fits in with previous learning</i>  Sequence events in their life  Match objects to people of different ages  Sequence 2/3 related artefacts from distinctly different periods of time	Place events on a <b>simple timeline</b> , adding times previously studied  Recount changes in own life over time  Describe memories of key events in their lives  Sequence photographs etc from different periods of their life  Sequence 3/4 related artefacts closer together in time and check accuracy using reference books/ICT	Place the time studied on a <b>UK/world timeline</b> , compare where this fits in to topics previously studied  Begin to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods studied  Use dates and terms related to the study unit and passing of time  Sequence several events or artefacts	Place the time studied on a <b>UK/world timeline</b> , compare where this fits in to topics previously studied  Begin to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods studied  Name and place dates of significant events of the period on a timeline  Understand more complex historical terms e.g. century, BCE (BC) and CE (AD)	Place the time studied on a <b>UK/world timeline</b> , compare where this fits in to topics previously studied  Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods studied  Know and sequence key events of the time studied  Gain greater historical perspective by placing their growing knowledge into different contexts  Use and understand	Place the time studied on a <b>UK/world timeline</b> , compare where this fits in to topics previously studied to provide a greater historical perspective  Use key timelines to demonstrate changes and development in 1 key area: e.g. culture (art), technology or religion  Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods studied  Sequence up to 10 events on a timeline

	the lives of family members.	Remember key parts of stories and memories about the past	Put 3 people, events or objects in order  Know and recount episodes from stories about the past, knowing and understanding key events			relevant terms and period labels  Make comparisons between different times in the past	Use and understand relevant terms and period/movement labels eg industrial revolution renaissance classical period cold war
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<b>Continuity and change in and between periods</b>  What changed and what stayed the same?		<b>National Curriculum KS1</b> Identify similarities/differences between ways of life at different times		<b>National Curriculum KS2</b> Describe/make links between main events, situations and changes within and across different periods/societies			
	To look closely at patterns and change.  To develop an understanding of growth, decay and changes over time	Talk about similarities and differences between life at different times	identify similarities and differences between ways of life in different times	Find out about everyday lives of people in time studied and compare with our life today	Look for links and effects in the time studied	Compare an aspect of life with the same aspect in another period  Identify changes within and across historical periods	

<b>Historical terms/vocabulary</b>  NB this section needs staff to decide on which vocab from a list should go with each topic/year group		Use a wide vocabulary of everyday historical terms		Develop the appropriate use of historical terms Gain and deploy a historically-grounded understanding of abstract terms such as empire, civilization, parliament and peasantry.			
		Revise previous vocabulary	Revise previous vocabulary	Revise previous vocabulary	Revise previous vocabulary	Revise previous vocabulary  Empire, civilisation, parliament and peasantry, continuity and change, cause and consequence, similarity, difference and significance  Use words and phrases relating to specific periods	Revise previous vocabulary  Use words and phrases for movements or times of change industrial revolution renaissance classical period cold war

						industrial revolution reformation renaissance etc	
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<b><u>Cause and consequence</u></b>		Recognise why people did things, why events happened and what happened as a result		Identify and give reasons for and results of, historical events, situations, changes Regularly address and sometimes devise historically valid questions about cause			
	To talk about why things happen and how things work.	Recognise why people did things, why events happened and what happened as a result	Recognise why people did things, why events happened and what happened as a result  Use evidence to explain why people acted in the past as they did	Identify reasons for and results of people's actions  Understand why people may have wanted to do something	Offer a reasonable explanation for some events  Note connections and cause and effect in historical periods studied	Examine causes and results of great events and impact on people	Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation

<b><u>Historical enquiry</u></b>  Using evidence and communicating ideas		<b>National Curriculum</b> Ask and answer questions  Understand some ways we can find out about the past  Choose and use parts of stories and other sources to show understanding of key features and events		<b>National Curriculum</b> Regularly address and sometimes devise historically valid questions  Understand how knowledge of the past is constructed from a range of sources  Construct informed responses by selecting and organising relevant historical information			
	To talk about some of the things they have observed, such as ... objects.  To comment and ask questions about aspects of their familiar world, such as the place where they live or the natural	Find answers to simple questions about the past from sources of information eg artefacts  Use simple terms to talk about the passing of time	Look carefully at pictures, eye-witness accounts or artefacts to ask and answer questions about the past on the basis of simple observations	Observe small details when looking at artefacts, pictures  Use a range of sources to find out about a period  Select and record information relevant to the study  Use books and the	Use evidence to build up a picture of a past event  Choose relevant material to present a picture of one aspect of life in time past  Use the library and the internet for research	Begin to identify primary and secondary sources  Use evidence to build up a picture of a past event  Select relevant sections of information  Use the library and internet for research with increasing confidence	Recognise primary and secondary sources  Use a range of sources to find out about an aspect of time past  Suggest omissions and the means of finding out  Bring knowledge gathered from several sources together in a fluent

	world.	Answer simple historical questions	Ask and answer simple historical questions	internet for research  Ask and answer appropriate historical questions, using their growing historical knowledge	Answer and begin to devise own historically valid questions	Answer and devise own historically valid questions about change, cause, similarity, difference and significance	account  Answer and devise own historically valid questions about change, cause, similarity, difference and significance
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<b><u>Similarities and differences within a period/situation</u></b>  How is this similar to today? How is it different?		<b>National Curriculum</b> KS1 Identify similarities and differences between ways of life in different periods.		<b>National Curriculum</b> KS2 Regularly address and sometimes devise historically valid questions about similarity and difference	
	To look closely at similarities, differences  To know about similarities and differences in relation to places, objects, materials and living things. To talk about the features of their own immediate environment and how environments might vary from one another.  To know about similarities and differences between themselves and others, and among families, communities and traditions.  To know some of the things that make them unique, and to talk about some of the similarities and differences in relation to friends or family.	Talk about similarities and differences between life at different times  Recognise the difference between past and present in their own life and the lives of others  Make simple observations about different types of people, events, beliefs within a society  Identify similarities and differences between ways of life in different times		Describe social, cultural, religious and ethnic diversity in Britain and the wider world  Note contrasts, connection and trends over time  Make comparisons between different times in the past	

<b><u>Interpretations of history</u></b>		<b>National Curriculum</b> Identify different ways in which the past is represented		<b>National Curriculum</b> Understand that different versions of the past may exist, giving some reasons for this			
Understand that people		Talk about simple ways in which the	Identify ways that the past is	Identify and give reasons for the different ways in	Look at and evaluate the evidence available	Compare different accounts of events from different	Link sources and work out how conclusions

may have different viewpoints about the past		<p>past is represented eg paintings, photos, artefacts</p> <p>Compare adults talking about their past – how reliable are their memories?</p> <p>Use stories to encourage children to distinguish between fact and fiction and to help them remember key historical facts</p>	<p>represented and discuss reliability of evidence eg photos, paintings, accounts, stories</p> <p>Compare two versions of a past event</p> <p>Compare pictures or photographs of people or events in the past</p> <p>Use stories to encourage children to distinguish between fact and fiction and help them remember key historical facts</p>	<p>which the past is represented</p> <p>Distinguish between different sources – compare different versions of the same story</p> <p>Look at representations of the period eg museum, cartoons etc</p>	<p>Begin to evaluate the usefulness of different sources</p> <p>Use text books and own growing historical knowledge to gain a better perspective</p>	<p>sources – fact or fiction</p> <p>Offer some reasons for different versions of events</p>	<p>were arrived at</p> <p>Consider ways of checking the accuracy of interpretations – fact or fiction/opinion</p> <p>Be aware that different evidence will lead to different conclusions</p> <p>Confidently use the library and internet for research</p>
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<p><b><u>Significance of events/people</u></b></p> <p><u>Definition (Ian Dawson)</u></p> <p>Someone who: Changed events at the time they lived. Improved lots of people's lives. Changed people's ideas. Had a long lasting impact on their country or the world. Had been a really good or bad example to other people of how to live or behave</p>	<p>Foundation</p> <p>To show interest in the lives of people who are familiar to them.</p> <p>To remember and talk about significant events in their own experiences.</p> <p>To recognise and describe special times or events for family or friends.</p>	<p>KS1</p> <p>Talk about who was important eg in a simple historical account</p>	<p>KS2</p> <p>Identify historically significant people and events in situation</p>
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<u>Organise, evaluate and</u>			<b>National Curriculum KS2</b> Construct informed responses that involve thoughtful selection and organisation of relevant historical information
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<u>communicate information</u>  All year groups can communicate their knowledge through discussion, drawing, drama/role-play, making models, writing and using ICT				Create own structured accounts including written narratives and analyses.			
		Use simple terms to talk about the passing of time  Draw pictures	Use simple terms to talk about the passing of time  Write simple stories and recounts about the past  Draw labelled diagrams and write about them to tell others about people, objects and events from the past	Begin to construct own responses that involve thoughtful selection and organisation of relevant historical information  Present findings about the past using speaking, writing, ICT and drawing skills  Suggest different ways of presenting information for different purposes	Recall, select and organise historical information  Construct own responses that involve thoughtful selection and organisation of relevant historical information  Present findings about the past using speaking, writing, maths (data handling), ICT, drama and drawing skills.	Recall, select and organise historical information  Construct informed responses that involve thoughtful selection of relevant historical information  Present detailed findings giving reference to historical skills being taught in a way that shows awareness of an audience. Use dates and terms correctly	Select, organise and present information in an organised and clearly structured way and in the most effective/appropriate manner (eg written explanation, tables and charts, labelled diagram). Their recording reflects the skill being taught. Make accurate use of specific dates and terms