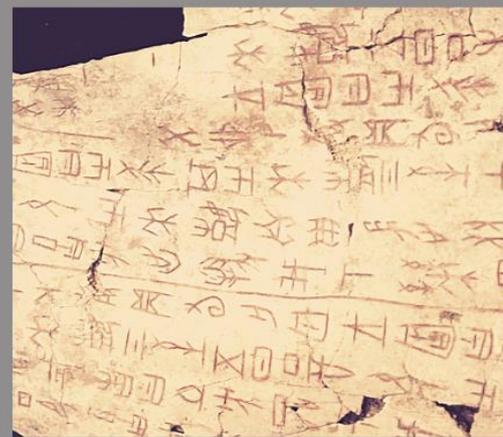
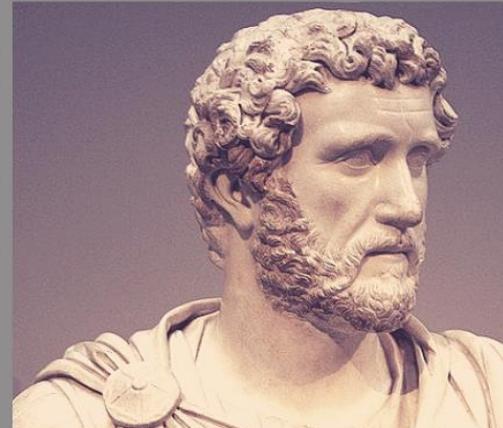
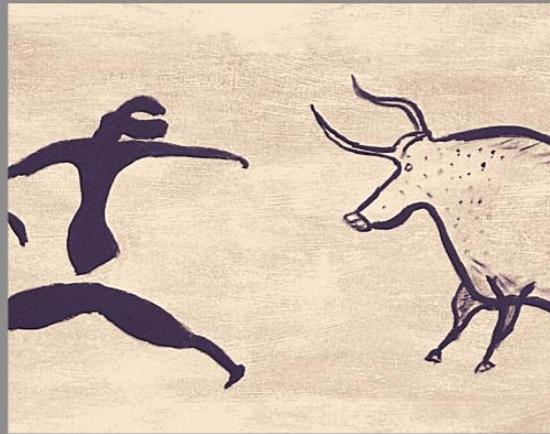


# History Policy

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# History Policy



January 2022

## Contents:

Statement of Intent	4
Legal Framework	4
Roles and Responsibilities	4
Curriculum Objectives	5
Subject Content	6
Equal opportunities	8
Cross-curricular links	8
Teaching and Learning	10
Planning	11
Assessment and Reporting	12
Resources	13
Monitoring and Review	13

# 1. Statement of Intent

## History Curriculum:

At St. Peter's, the purpose of our history curriculum is to inspire in our pupils a curiosity and fascination about Britain's past and the wider world. We aspire for our children to develop into active learners who not only have a passion for history, but who are equipped with the skills to think and act as historians.

The core aims of our history curriculum are for our children to be able to; ask perceptive questions, to think critically, to weigh evidence and sift arguments and to develop perspective and judgement.

Through the study of history at St. Peter's, we want our children to be able to begin 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.

Our history curriculum is informed by the National Curriculum and makes strong links to our wider local area to enable children to develop a deep understanding of the rich history of the locality in which they live. This supports our children to develop perspective of how our locality is part of the story of history and helps pupils to gain a sense of their own identity within a social, political, cultural and economic background.

# 2. Legal Framework

**2.1** This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- DfE (2013) 'History: key stages 1 and 2'
- DfE (2017) 'Statutory framework for the Early Years Foundation Stage'
- Equality Act 2010

**2.2** This policy operates in conjunction with the following school policies:

- Equal Opportunities Policy
- Primary Assessment Policy
- SEND Policy

# 3. Roles and Responsibilities

**3.1** The subject leader is responsible for:

- Preparing policy documents, curriculum plans and schemes of work for history.
- Reviewing changes to the National Curriculum and advising teachers on the implementation of these.
- Monitoring the learning and teaching of history, providing support for staff where necessary.
- Ensuring the continuity and progression from year group to year group.
- Helping to develop colleagues' expertise in history.

- Organising the deployment of resources and carrying out an annual audit of all related resources.
- Liaising with teachers across all phases.
- Liaising with the SENCO about support for pupils with SEND.
- Communicating developments in the teaching of history to all teaching staff and the SLT as appropriate.
- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing and monitoring CPD opportunities in history.
- Ensuring common standards are met for recording and assessing pupil performance.
- Advising on the contribution of history to other curriculum areas, including cross-curricular links and extra-curricular activities.
- Collating assessment data and setting new priorities for the development of history in subsequent years.

### **3.2** The classroom teacher is responsible for:

- Acting in accordance with this policy.
- Ensuring the progression of pupils' history skills, with due regard to the National Curriculum.
- Planning lessons effectively, using the school's chosen scheme of work and ensuring a range of teaching methods are used to cover the content of the National Curriculum.
- Sharing and displaying pupils' work in a way that enhances the learning environment and promotes a variety of ideas and designs.
- Liaising with the subject leader about key topics, resources and support for individual pupils.
- Monitoring the progress of the pupils in their class and reporting this to parents on an annual basis.
- Reporting any concerns regarding the teaching of the subjects to the subject leader or a member of the SLT.
- Undertaking any training that is necessary to effectively teach history.
- Evaluating schemes of work and maintaining the resources required to deliver lessons.

### **3.3** The SENCO is responsible for:

- Liaising with the subject leader to implement and develop specialist history-based learning throughout the school.
- Organising and providing training for staff regarding the curriculum for pupils with SEND.
- Advising staff on how best to support pupils' needs.
- Advising staff on the inclusion of history in pupils' learning support plans (LSPs)
- Advising staff on the use of TAs to meet pupils' needs.

## **4. Curriculum Objectives**

### **4.1** The history curriculum will allow pupils to:

- Gain a coherent knowledge and understanding of Britain's past and that of the wider world.

- Inspire pupils' curiosity to know more about the past.
- Ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement
- 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 challenges of their time.

## 5. Subject Content

### 5.1 Foundation Stage

All pupils in the EYFS are taught history as an integral part of the play-based learning covered during the academic year.

All history objectives within the EYFS are underpinned by the following three prime areas outlined in the 'Statutory framework for the Early Years Foundation Stage':

- Communication and language
- Physical development
- Personal, social and emotional development

There are four specific areas through which the three prime areas are strengthened and applied:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

The history curriculum in EYFS focuses on the specific areas of **Communication and Language** and **Understanding of the World** where they learn about **People and Communities**.

Pupils will be taught to:

- Talk about past and present events in their own lives and the lives of family members.
- Explore, observe and find out about people, places, technology and environment.

### 5.2 EYFS End Point:

By the end of Foundation 2, pupils will have had opportunities to learn about different beliefs, customs and traditions. They will be able to talk about past and present events in their own lives and in the lives of their family. They will be able to order and sequence familiar events using visual prompts.

### 5.3 Key Stage 1

Key Stage 1 pupils will:

- Develop an awareness of the past, using common words and phrases relating to the passing of time.

- 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.
- 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.
- Understand some of the ways in which we find out about the past and identify different ways in which it is represented.

#### **5.4 Key Stage 1 End Point:**

By the end of Key Stage 1, pupils will be able to identify some ways in which people from the past have impacted upon our lives and how this makes these people significant. They will be able to recognise that certain celebrations are as a result of an event that occurred in the past both locally and nationally or globally. They will be able to use appropriate words and phrases to describe historical events. They will have learned about a significant person, place or event in their locality and compare life then and now. They will be able to describe how certain aspects of life have changed in living memory and what this looked like both nationally and in their locality.

#### **5.5 Key Stage 2:**

Key Stage 2 pupils will:

- Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narrative within and across the periods they study.
- Note connections, contrast and trends over time and develop the appropriate use of historical terms.
- Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
- Construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- Understand how our knowledge of the past is constructed from a range of sources.

#### **5.6 Key Stage 2 End Point:**

By the end of Key Stage 2, pupils will have been taught the knowledge, understanding and skills needed to work independently and collaboratively when approaching a historical enquiry. They will have an understanding of the complexity of people's lives and how they have been affected by the process of change. They will have explored the diversity of societies and the relationships between different groups and the challenges of their time.

Pupils will be able to suggest why there may be different interpretations of events. They will be able to suggest why certain historical events, people and changes might have impacted more significantly than others. They will pose and answer their own historical questions about key events from the past using primary and secondary sources as evidence to justify their opinions. They will be able to make comparisons between life in the past and the present explaining continuity and change.

## 6. Equal opportunities

We are an inclusive school that ensures all pupils are provided with equal learning opportunities, regardless of social class, gender, culture, race, disability or learning difficulties. Our Equal Opportunities Policy ensures all pupils are able to achieve their potential in all areas of the curriculum.

In order to ensure pupils with SEND achieve to the best of their ability, outcomes are adapted, and the delivery of the History curriculum is differentiated for these pupils, in line with the school's SEND Policy.

The planning and organising of teaching strategies for history will be reviewed on a termly basis by the subject leader to ensure that no pupil is at a disadvantage.

The school aims to maximise the use and benefits of history as one of many resources to enable all pupils to achieve their full potential.

## 7. Cross-curricular links

History enhances English through **spoken language** by:

- Participating in discussion, taking turns and listening to what others say.
- Participating in presentations, performances, role play, improvisations and debates.
- Asking relevant questions to extend their knowledge and understanding.
- Listening and responding appropriately to adults.
- Providing opportunities to retell fairy stories, myths and legends orally.
- Providing opportunities for pupils to give verbal descriptions and explanations.
- Providing opportunities for pupils to consider and evaluate different opinions.
- Using discussions as a way to explore ideas and viewpoints.
- Developing vocabulary relevant to history through the use of topic-specific vocabulary and time labels.

History enhances English through **writing** by:

- Providing opportunities for pupils to write for real purposes and audiences, e.g. to share findings about the past, choosing the most appropriate for the audience.
- Developing descriptive writing, e.g. how historical events affected lives at the time and influenced lives today.
- Writing simple stories and recounts of the past.
- Using persuasive writing, e.g. to give reasons for changes within a time period, or to replicate propaganda.

History enhances English through **reading** by:

- Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.
- Retrieving and recording information from non-fiction.

History enhances **Mathematics** by giving pupils opportunities to:

- Compare duration of events.
- Read Roman numerals to 1000 (M) and recognise years written in Roman numerals.

- Recognise and name common 2-D and 3-D shapes, e.g. used in construction of historical buildings.
- Interpret and compare data.

History enhances **Computing** by giving pupils opportunities to:

- Create, organise, store, manipulate and retrieve digital content.
- Recognise common uses of information technology beyond school.
- Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.
- Explore some of the significant individuals who contributed towards the development of computer science.

History enhances **Art and Design** by giving pupils opportunities to:

- Learn about the great artists, craft makers, architects and designers, and understand the historical and cultural development of their art forms.
- Use drawing, painting and sculpture to develop their ideas, experiences and imagination to organise and communicate their ideas.

History enhances **Geography** by giving pupils opportunities to:

- Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.
- Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.

History enhances **Science** by giving pupils opportunities to:

- Develop their enquiry skills - both history and science require children to use enquiry to question evidence, develop arguments and develop critical thinking and reasoning.
- Learn about significant individuals whose work in the field of science through the past has had an impact on the lives of Britain and/or the wider world.
- Learn about significant events that have been shaped by advancements in scientific understanding and had an impact on the lives of many, e.g. the first aeroplane flight.

**When learning about Materials/states of matter:**

- How materials have been used throughout time e.g. as clothes, shelter, weapons, transport, and how the availability of materials have shaped the behaviours and settlements of peoples, e.g. use of tools in the Stone Age, how smelting changed metals in the Bronze and Iron Ages.
- How significant people have made advancements in technology over time or significant events have been caused by the inventions or behaviours of materials, e.g. The Great Fire of London.
- The impact of the demand of materials on human geography, e.g. cotton mills during the Industrial Revolution.

**When learning about Living things and their habitats/Animals including humans:**

- How interdependency of living things could shape the diets and cultures of groups of people.
- How changing environments could force people to migrate to other countries for food, e.g. Anglo-Saxons migrating due to floods.
- Exploring the changes in humans as they age and the use of timelines.

**When learning about Earth and Space:**

- The impact of our understanding about Earth and Space on people's religious and cultural beliefs through time, e.g. how some historical structures like Stonehenge may have been used as astronomical clocks.

**When learning about Rocks/Evolution and Inheritance:**

- Learning about fossil formation, recognising that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.
- Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution, e.g. gives opportunities to learn about evolutionists such as Charles Darwin.

History enhances **Design and Technology** by giving pupils opportunities to:

- Investigate products past and present; look at how products have developed over time.
- Use a timeline to place the products in chronological order.
- Learn about a significant person/people in their locality linked to Design and Technology.

## 8. Teaching and Learning

- 8.1** History lessons are delivered over three half terms for pupils in KS1 and KS2 on a weekly basis.
- 8.2** The school uses a variety of teaching and learning styles in history lessons that are matched to the activity and ability of pupils. The main aim of these lessons is to develop pupils' knowledge, skills and understanding.
- 8.3** Teaching and learning styles are adapted to support pupils with SEND to ensure these pupils continue to have their confidence and self-esteem raised.
- 8.4** Teachers ensure pupils apply their knowledge and understanding when developing ideas, planning and producing work and evaluating these.
- 8.5** The school uses a mixture of whole-class teaching, group work and individual activities. Pupils are given the opportunity to work on their own and collaborate with others, listening to the ideas of others and treating these with respect.
- 8.6** Principles for effective teaching include:
- Setting tasks in the context of pupils' prior knowledge – revisiting prior learning
  - Promoting active learning
  - Inspiring, exciting and motivating pupils to know more.
- 8.7** Strategies for effective teaching include:
- Ensuring the teaching methods used suit the purpose and needs of the pupils.
  - Providing a meaningful context and clear purpose when approaching an enquiry.
  - Ensuring tasks are built on skills and understanding.
  - Regular use of quality enquiry resources.
- 8.8** The classroom teacher will work with the subject leader to ensure that the needs of all pupils are met by:
- Setting tasks which can have a variety of creative and innovative responses.
  - Providing resources of differing complexity, according to the ability of the pupils.
  - Setting tasks of varying difficulty, allowing challenge for all.

- Utilising support staff to ensure that pupils are effectively supported.

### **8.9 Evidencing Learning**

Work can be evidenced through the following:

- Photographs
- Videos
- Displays
- Written work
- Notes; discussion points on post-it notes can be kept in the class floor book.
- Class blog / social media page

Evidencing work is essential as it is a record of individual pupils' experiences and ideas throughout a year and key stage, and will be seen as evidence for assessment and reporting purposes.

### **8.10 Displays**

- Displays of work are used to celebrate achievement and support teaching and learning.
- The school promotes displays of work in classrooms and corridors to influence how pupils feel about their environment, promote high expectations and raise self-esteem.
- Displays are used to communicate ideas, stimulate interest, celebrate pupils' work, reflect the ethos of the school and respond to pupils' interests.
- A virtual display can be used on the school website to promote learning throughout the school.
- Use of timeline to support learning and understanding of chronology.

## **9. Planning**

**9.1** Planning of the history curriculum is focussed on creating opportunities for pupils to:

- Develop chronological awareness and understanding of Britain's past and that of the wider world.
- Develop their knowledge and understanding of the past through investigating significant events, people and places and the impact these have on our lives today.
- Respond to evidence by asking questions and suggesting answers.
- Explore different representations of a period in history, to draw contrasts, make connections, and to understand the reasons for differences.
- Develop their historical enquiry skills to recognise, from a range of sources, which is the most suitable to answer a question, and to be able to select and record relevant information.
- Develop historical vocabulary, including time labels and topic specific vocabulary, in context.
- Present findings using a variety of methods, including drawings, writing, role-play, discussions, models and ICT.
- Recognise the importance of history in helping us to understand the complexity of people's lives, the process of change, the diversity of societies and the relationships between different groups.

**9.2** The school creates long-term, medium-term and short-term plans for the delivery of the history curriculum – these are as follows:

- Long-term: includes the aspects of history studied in each term
- Medium-term: includes the details of work studied each term
- Short-term: includes the details of work studied during each lesson

**9.3** The subject leader is responsible for reviewing and updating long-term and medium-term plans, and communicating these to teachers.

**9.4** Class teachers are responsible for reviewing and updating short-term plans, building on the medium-term plans, taking into account pupils' needs and identifying the methods in which topics could be taught.

- 9.5** All relevant staff members are briefed on the school's planning procedures as part of their staff training.
- 9.6** Issues of health and safety are addressed in the planning and delivery of the history curriculum.
- 9.7** Class teachers will use the key learning content in the DfE's statutory guidance 'History programmes of study: key stages 1 and 2'. (The National Curriculum)
- 9.8** Lesson plans will demonstrate a balance of interactive and independent elements used in teaching, ensuring that all pupils engage with their learning.
- 9.9** There will be a clear focus on direct, instructional teaching and interactive oral work with the whole class and targeted groups.
- 9.10** Long-term planning will be used to outline the aspects of history to be taught within each year group.
- 9.11** Medium-term planning will be used to outline the vocabulary and skills that will be taught in each unit of work, as well as highlight the opportunities for writing and assessment.
- 9.12** Medium-term plans will identify learning objectives, main learning activities and differentiation. Opportunities for revisiting prior learning will also be identified.
- 9.13** Medium-term plans will be shared with the subject leader to ensure there is clear progression between years.
- 9.14** Short-term planning will be used flexibly to reflect the intention of the lesson, the success criteria and the aims of the next lesson.
- 9.15** All lessons will have clear learning intentions, or inquiry questions which are shared and reviewed with pupils.

## **10. Assessment and Reporting**

- 10.1** Pupils will be assessed, and their progression recorded, in line with the school's Assessment Policy.
- 10.2** By the end of each key stage, pupils are expected to know, apply and understand the knowledge, skills and processes specified in the relevant programme of study.
- 10.3** An EYFS profile will be completed for each pupil in the final term of the year in which they reach age five. This will include reporting on characteristics of effective learning.
- 10.4** The progress and development of pupils within the EYFS is assessed against the early learning goals outlined in the 'Statutory framework for the Early Years Foundation Stage'.
- 10.5** The progress and development of pupils within KS1 and KS2 is assessed against the descriptors outlined in the national curriculum.
- 10.6** Throughout the year, teachers will plan on-going assessment opportunities in order to gauge whether pupils have achieved the key learning objectives.
- 10.7** Assessment will be undertaken in various forms, including the following:
- Questioning
  - Discussions
  - Marking work
  - Pupils' self-evaluation of their work
- 10.8** Teachers will also assess pupils through their ability to:
- Sequence the past and use appropriate historical vocabulary.

- Identify the key features/events of past societies or periods and the impact they had on life today.
- Ask and answer questions about the past using a range of sources.
- Organise and communicate their ideas using a variety of methods.
- Recognise that not all accounts of history are the same and to give reasons for this.
- Show a curiosity about the past.

**10.9** Formative assessment, which is carried out informally throughout the year, will be used to identify pupils' understanding of subjects and inform lesson planning.

**10.10** End-of-year assessments will be passed to relevant members of staff, such as the subject leader and future teachers, in order to demonstrate where pupils are at a given point in time.

**10.11** Summative assessments are also used at the end of a unit of work. Teachers will make a judgement about the work of each pupil in relation to the national curriculum and record assessments using the school tracking system.

**10.12** Parents will be provided with a written report about their child's progress during the Summer term every year. This will include information on pupils' attitudes towards history, how they research and understand the past and how they share their findings.

**10.13** Verbal reports will be provided at parents' evenings during the Autumn and Spring terms.

**10.14** The progress of pupils with SEND will be monitored by the SENCO.

## 11. Resources

**11.1** The school has a selection of centrally stored historical sources, including e.g. artefacts, photos, newspapers, to ensure that all pupils have access to the necessary resources.

**11.2** The school library contains resources and topic books to support pupils' research.

**11.3** The subject leader shares appropriate resources, including websites, with class teachers.

**11.4** The history budget covers the cost of historical sources including educational trips and visits. Class teachers are required to maintain the sources used.

**11.5** Class teachers are responsible for informing the history leader if certain sources are needed a term prior to teaching the project, to give adequate time for resources to be ordered if required.

**11.6** At the start/end of each school year, the subject leader will work with the head teacher to assess the school's historical sources to ensure there are a sufficient variety for pupils.

## 12. Monitoring and Review

**12.1** The subject leader will monitor history through learning walks, work samples and pupil voice and report to the headteacher and members of SLT.

**12.2** The subject leader will write an action plan at the beginning of each academic year and review the progress at three points: Autumn 2, Spring 2, Summer 2.

**12.3** The subject leader will produce a report, using evidence from their action plan, which will be shared with Governors.

**12.4** This policy will be reviewed every two years by the subject leader and headteacher.

**12.5** Any changes made to this policy will be communicated to all members of staff.

**12.6** All members of staff directly involved with teaching history are required to familiarise themselves with this policy.

**12.7** The next scheduled review date for this policy is 2024.