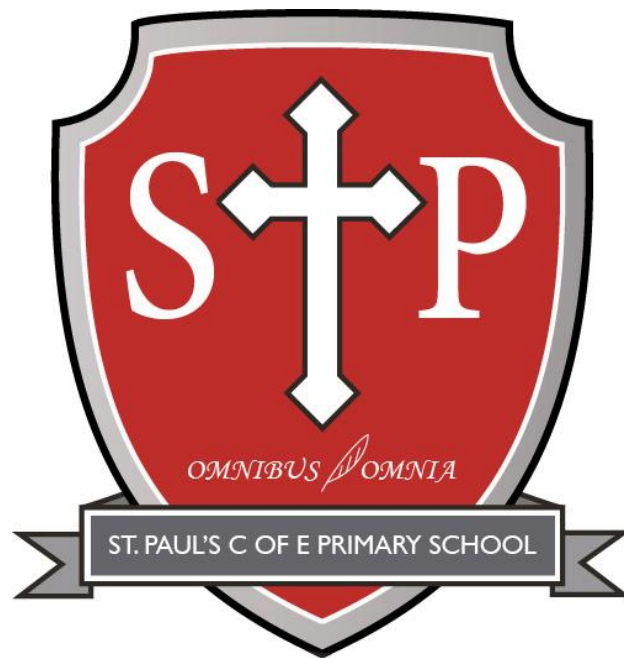


St Paul's C of E Primary School



HISTORY POLICY

1. Purpose of the policy

This policy reflects the aims and values of St. Paul's CE Primary School. It ensures all stakeholders, including staff, governors, parents and pupils, are working towards the same goals.

The purpose of this policy is to:

- Set out a framework for all teaching and non-teaching staff, giving guidance on planning, teaching and assessment
- Demonstrate adherence to the National Curriculum objectives and guidelines
- Provide clear information to parents and carers about what their children will be taught
- Allow the governing board to monitor the curriculum
- Provide Ofsted inspectors with evidence of curriculum planning and implementation

2. Subject vision

History, at St. Paul's, forms an integral part of the curriculum from when children join us in nursery through to their transition to secondary school. We believe that high-quality history lessons encourage critical thinking; enhance the ability to weigh evidence and generate arguments; develop chronological understanding and allows pupils to develop their sense of perspective. We believe that educational visits linked to historical study enhance and enthuse pupil's learning by bringing to life classroom knowledge. We teach children the skills to be a good historian; how to research and gather information, develop their skills of enquiry and analysis as well as starting to question information gathered and its reliability.

Our vision is that pupils leave St. Paul's with an enquiring mind that has developed a chronological knowledge of key historical periods and facts, combined with knowledge of significant individuals who have helped shape society as it is today. This knowledge will help pupils make more informed life choices and aspire to be open-minded citizens who make a valuable contribution to society.

3. Intent: Aims and outcomes

By the time our pupils leave St. Paul's, they should:

- 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 Published: September 2013 History – key stages 1 and 2
- 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.

Key Stage 1

The principal focus of history teaching in key stage 1 is to enable pupils to develop an awareness of the past, using common words and phrases relating to the passing of time. They should 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. They should 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. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. They should be taught about:

- changes within living memory
- events beyond living memory that are significant nationally or globally

- 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
- significant historical events, people and places in their own locality

Key Stage 2

The principal focus of history teaching in key stage 2 is to enable pupils to continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. They should be taught about:

- 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.

4. Implementation: Teaching and learning

At St. Paul's, we use a variety of teaching and learning styles in history lessons. Our principle aim is to enable pupils to think as historians. Lesson plans are based around the scheme of work with objectives adapted to suit the stage of development for the pupils in each class. The teaching of history might involve:

- Whole-class teaching or an enquiry-based research activity
- Small group discussions
- The children asking, as well as answering, searching questions, such as 'How do we know...?'
- Examining historical artefacts and primary sources
- ICT to enhance their learning
- Visiting sites of historical significance
- Visitors coming into school to talk about their experiences of events in the past
- Appropriate secondary sources, such as books, photographs and videos
- Role play/drama-based activities

At St. Paul's, we recognise that in all classes children have a wide range of abilities, and we ensure that we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways:

- We set tasks which are open-ended and can have a variety of responses
- We set tasks which can be adapted for different children either to increasing difficulty or support them
- We group children by ability for some tasks, in mixed ability groups for others and independently for some tasks. Sometimes each type of grouping will have different activities, other times this may just include having additional support offered to them
- We provide resources of different complexity, matched to the ability of the child
- We use adults in the classroom to support the work of individual children or groups of children.

All children regardless of their race, sex, religion or ability will be given equal opportunities to develop their knowledge, skills and understanding of History. British History is, where possible, set within the context of Europe and the World. Care is taken when selecting source material that a range of perspectives and viewpoints are represented; including those of men and women of different racial, national or religious groups. Care is taken that societies are not just represented from the British perspective but also from their own. The importance of the pupil's own cultural background is recognised as a resource, which may give an alternative perspective on events of the past as well as the present.

5. Curriculum overview

Here at St. Paul's, pupils will follow a history curriculum that gradually develops learning, the outcome being the acquisition of knowledge and skills that enable each pupil to gain a coherent knowledge and understanding of Britain's past and that of the wider world. Children will know more, remember more and do more. History is taught and planned as a discrete subject. We carry out our curriculum planning in three phases: whole-school overview, schemes of work and short-term plans.

Our whole-school overview maps out the history topics studied during each year group:

History Curriculum Overview						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
N		All About Me <i>H – To talk about when I was younger.</i>	Transport <i>H – To talk about a journey I have been on.</i>		The Farm <i>H – To talk about a time I have been to a farm.</i>	Summer <i>H – To talk about a trip to the beach or a day out.</i>
R	All About Me and My Community <i>H – To talk about our own family history.</i>	Traditional Tales <i>H – To know how Hans Christian Anderson's life is different to mine.</i>	Transport <i>H – To know how transport has changed since Amelia Earhart's era.</i>	Growing Life Cycles <i>H – To know how Charles H Turner's life is different to mine.</i>	African Animals <i>H – To know how transport has changed since Amelia Earhart's era.</i>	Summer <i>H – To know how the seaside</i>
Y1		History Investigating the lives of significant individuals Transport: Did Neil Armstrong or Christopher Columbus change anything for the future?				Local study 2 weeks Coal mines
Y2		History Changes within living memory Childhood: How was Queen Elizabeth II's childhood different to King Charles?		History Events beyond living memory Transport: How do we know so much about what happened in the Great Fire of London?		Local study 2 weeks Coal mines
Y3	History Ancient Britain – Stone Age Childhood: Would you rather have been a Cave Baby or a Hill fort dweller?			History The Roman Empire and its impact on Britain Invasion: Was Boudicca the First British hero?		Local study 2 weeks Cotton mills
Y4	History Ancient Greece Invasion: How did the conflict between the Athenians and Spartans impact on modern day?		History chronological knowledge beyond 1066 Afterlife: Why did the people of Eden quarantine themselves?			Local study 2 weeks Cotton mills
Y5				History: The achievements of the Ancient Egyptian civilization Afterlife: What happened to the boy behind the golden mask?	History Britain's settlement by Anglo-Saxons and Celts Childhood: How did an Anglo-Saxon's child life change when Christianity came to Britain?	Local study 2 weeks canals
Y6		History A non-European society that provides contrasts with British history Afterlife: How did the beliefs of the Edo people impact on their daily life?	History The Viking and Anglo-Saxon struggle for the Kingdom of England Invasion: What were the consequences of the attack on Lindisfarne?			Local study 2 weeks

Our schemes of work outline the knowledge nuggets taught in each topic and are based on the objectives found in the National Curriculum

(https://assets.publishing.service.gov.uk/media/5a7c2917e5274a1f5cc762cf/PRIMARY_national_curriculum_-_History.pdf). Our history curriculum is planned in topics following an enquiry question linked to one of our 4 key themes: transport, afterlife, childhood and invasion. This helps the children to build on prior learning and ensure that all the skills are developed. There is also a progression of disciplinary knowledge on the schemes of work to show what a historian would look like in each year group. All children have access to knowledge organisers for reference and consolidation of skill information and vocabulary. Our knowledge organisers can be found on the school website: <https://www.stpaulsco.co.uk/year-group-curriculum-overviews/>

6. Cross-curricular links

History shares links with the following subjects:

- English: development of literacy skills through reading, writing, speaking and listening and learning new and specific historical language
- Maths: knowledge of chronology and working out dates/lengths of time periods

- ICT: use of the internet for research and to find, select and analyse information. Video clips are also used to animate historical events and allows children to immerse themselves in time periods which would be impossible to do directly in the classroom otherwise.

Our history curriculum offer highlights how history impacts the rest of school life:

<https://www.stpaulsce.co.uk/history-curriculum/>

7. Impact: Assessment and recording

Assessment

St. Paul's uses assessment to enable staff to understand what pupils have learnt before, what they need to learn now and what they will learn next.

Formative assessment

Formative history assessment is ongoing and will be used to inform teachers in relation to their planning, lesson activities and differentiation. During lessons, teachers will make informal judgements continuously. At the end of the lesson, the teacher assesses the pupil's work and will make a judgement to inform future planning. Feedback (either written or verbal) is given to each child to help guide their progress.

Summative assessment

Summative assessment is completed at the end of a historical unit, based on the historical skills and knowledge nuggets found on the schemes of work. This will be completed using teacher assessment. Teachers will use assessment checkpoints throughout the unit and the assessment criteria on the schemes of work to make their judgements.

Further assessment information can be found in the school's assessment policy.

Marking

Children receive regular verbal and written feedback and marking follows the school's marking policy.

Further marking information can be found in the school's marking policy.

Recording

In history, pupils will record their learning in the following ways:

- History books
- Seesaw

This may take the form of photographs, pictures, notes or written work, and may be worksheet-based or fully independent.

8. Enrichment Curriculum & Resources

Subscriptions

- History Association

External speakers, local museums, trips

- Visitors in role (e.g. Neil Armstrong)
- Altru Learn and perform days (e.g. the Great Fire of London)
- Museum trips (e.g. Bolton Museum for Ancient Egyptians)
- Trips to historical sites (e.g. Chester Diva Centre for Roman Life)

9. Roles and responsibilities

Headteacher

The headteacher at our school will:

- Support the subject leader but also hold them to account for the effectiveness of the subject
- Support staff through the provision of training and resources
- Monitor the planning and delivery of the subject
- Ensure the requirements of the National Curriculum are met
- Ensure this policy is reviewed according to the timescales set out

Subject leader

The subject leaders at our school will:

- Prepare and review subject policy and curriculum plans
- Promote the study of the subject throughout the school
- Monitor the teaching and assessment of the subject (using subject leader journal)
- Attend appropriate CPD
- Stay informed regarding developments in the study and teaching of the subject
- Evaluate resources
- Provide support, training and CPD to staff on the subject curriculum and its delivery, and keep them informed about subject developments nationally
- Assess the impact of the subject curriculum on pupils' learning and development
- Make presentations to governors on the subject and how it is being taught
- Provide the Headteacher with a summary report in which the strengths and weaknesses of science are evaluated and indicated areas for further development

Classroom teacher

Classroom teachers at our school will:

- Plan, teach and assess the subject according to the principles laid out in this policy
- Report to the subject leader
- Maintain subject knowledge and appropriate CPD

Parents

The parent community at our school will:

- Make sure their children are prepared for learning
- Support their children to complete project book activities

10. Inclusion

At St. Paul's, teachers set high expectations for all pupils in history, whatever their ability and individual needs. History forms part of the school curriculum policy to provide a broad and balanced education to all children and we acknowledge that learners with additional needs are likely to experience difficulties within their learning which may act as barriers. Through our history teaching, we provide learning opportunities that enable all pupils to make good progress by adapting the teaching of history to suit the needs of all pupils. We strive hard to meet the needs and 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 special educational needs (SEN)
- Pupils with English as an additional language (EAL)

Teachers carefully consider these adaptations as shown below:

Cognition and Learning	
Barriers	Provision
Information may not be understood or retained	<ul style="list-style-type: none">➤ Prepare the children prior to the lesson with a pre- teach introducing key knowledge/vocabulary.➤ Whole-class reading of source materials to support understanding.➤ Adapt reading materials, so that they match pupils' reading abilities.
Memory/ consolidation skills	<ul style="list-style-type: none">➤ Use the working walls, knowledge organisers and whiteboard to show the focus of each lesson and how it fits in the sequence of lessons.➤ Use videos, symbols, images or objects to make it more accessible.

Reading of resource/source materials	<ul style="list-style-type: none"> ➤ Encourage the use of mind maps/pictures/flow charts. ➤ Scaffolds for writing or the use of a word processor. ➤ Visual timelines with known points in history from prior learning and key points of reference.
Recording of work in books	
Understanding the concept of time/passage of time	
Communication and Interaction	
Barriers	Provision
Understanding and using historical vocabulary	<ul style="list-style-type: none"> ➤ Pre-teach key vocabulary, then ensure multiple and regular exposure to these words including referring to knowledge mat and make them clearly visual in the classroom environment. ➤ Use hand signs or visuals with vocabulary to help with retention. ➤ Explicitly teach the meaning of key vocabulary in lessons. ➤ Check children's' understanding by inviting them to reformulate explanations in their own words or in other ways. Use vocabulary flashcards and prompts. ➤ Use real objects where possible as a starting point for developing the concepts and the language needed to describe, discuss and explain what pupils have observed or experienced. ➤ Give children time to process and formulate their answers to questions before responding. ➤ Give the child a whiteboard/chromebook to make jottings/notes to support their participation. ➤ Use communication fans and other prompts to signal 'agree/disagree/I have a question'.
Participation in lessons which are largely discussion based.	
Physical and Sensory	
Barriers	Provision
Difficulties impacting eyesight, hearing, movement, touch etc.	<ul style="list-style-type: none"> ➤ Check safety procedures are understood and give prior warning of anything unexpected (loud noises etc.). ➤ Pre-teach showing/experiencing anything that may have sensory implications -eg videos, handling different materials. ➤ Use of sensory aids as part of usual provision eg gloves, audio/visual support. ➤ Consider pupil sensory audits and adaptations. ➤ Use of standing desks, wobble boards, flexibility over where children write, thera-bands, writing slopes ➤ Allow children to feel artefacts if possible/allowed or print enlarged photos of objects to observe from a far.
Sensory processing difficulties.	
Social, Emotional and Mental Health	
Barriers	Provision
Anxiety	<ul style="list-style-type: none"> ➤ Prior warning of any sensitive topics. ➤ Liase with parents/carers in advance of any triggering lessons/topics. ➤ Develop a way of communicating when a topic has become too much and a calm area that can be used if needed. ➤ Pre-teach the child some of the elements of the lesson etc. ➤ Consider carefully the groupings – prepare the children by ensuring they are aware of the group they will be working in. Assign roles to each member of the group with a clear outline of job roles. ➤ Specifically teach the skills of cooperation and interaction for practical work.
Talking about the past could be a trigger for children when talking about their own past/ history.	
Talking about particular topics in history such as wartime topics	

could be a potential trigger for some children.	<ul style="list-style-type: none"> ➤ When organising a practical session consider: - how you establish investigation routines - the level of supervision needed - consider the resources available – does there need to be close supervision? Do some resources need limiting? - how will resources be organised in the classroom – from a central point or at the table? - how the task can be broken down into manageable steps and the best way to present any instructions e.g. some children prefer diagrams, others a checklist. ➤ Opportunities to develop social skills including being taught these discretely to support engagement in group work and collaborative learning. ➤ Use of PSHE to discuss healthy relationships, promote wellbeing and explore emotive topics within learning.
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Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

11. Health and Safety

Children at St. Paul's are taught how to use equipment/resources safely and handle artefacts/resources with respect. They are taught how to use materials economically and to clean up after themselves with regard to the needs of other people. Risk assessments and school health and safety procedures should be followed when out of school on trips or when there are visitors in school.

12. Links to other policies

This subject policy links to the following policies and procedures:

- Curriculum policy
- Assessment policy
- Marking policy
- SEN policy

13. Monitoring and review

This policy will be reviewed by staff and governors annually.