



## **Hetton Lyons Primary School**

### **History Policy**

#### **Intent**

History has always been held in high regard at Hetton Lyons Primary School, with the school's own rich history within the context of the local area celebrated and an inspiring feature of the school. Our History curriculum is designed to ignite children's curiosity about the past. We are determined that alongside historical skills, there will be a high focus on the development of specific historical knowledge through discrete History lessons to ensure children know more and remember more. The history curriculum makes full use of resources within the immediate and wider local area, enabling children to develop a deep understanding of the rich history of their locality

#### **Our History Principles**

Our school's History principles are based on consultation with staff and children. They are our vision for History.

Good History is:

- Inspiring pupils' curiosity to know more about the past.
- Asking perspective questions.
- Finding out about historical events and people through reading and research.
- Thinking critically and weighing up evidence to reach a conclusion.
- Understanding chronology and making connections between different time periods.

- Understanding a range of historical concepts and terms.

### **Implementation**

History is taught in blocks throughout the year, so that children achieve depth in their learning. The History Lead, Senior Management and Class Teachers have identified the key knowledge and historical skills of each topic. Consideration has been given to ensure progression across topics throughout each year group and across the school which is mapped out in the progression document. By the end of year 6, children will have a chronological understanding of British history from the Stone Age to the present day. They are able to draw comparisons and make connections between different time periods and their own lives. Interlinked with this, are studies of world history, such as the ancient civilisations of Greece, Egypt and the Maya.

Classes have a 5-minute knowledge recall at the start of each lesson to recap previous learning and vocabulary. During lessons, children are exposed to history specific vocabulary and taught these through repetition and meaningful use. At the start of a new unit of learning, children are provided with key vocabulary that will be used throughout the unit. These are also displayed in the classroom as well as topic books to aid learning. Displayed in the back of their work books, is a glossary of historical concepts and abstract terms to refer back to and use.

### **The importance of History in the curriculum**

The teaching and learning of History is essential to the development of a child's understanding of the world around them. By giving children the opportunity to explore and research the actions of people and events in the past, they are able to develop their own ideas, beliefs and values. The teaching of History enriches children's natural enquiry skills. History allows children to foster a keen appreciation of the world that has gone before them. Not only does History broaden children's horizons about the past, it also enhances and supports their learning in other curriculum areas.

### **Early Years Foundation Stage**

We teach History in the EYFS as an integral part of the topic work covered during the year, relating the historical knowledge and skills of the children's work to the objectives set out in the Early Learning Goals. History makes a significant contribution to the ELG objectives of developing a child's knowledge and understanding of the world

During the Early Years Foundation Stage, History is included in one of the seven key areas of learning - Understanding the World (People and Communities and the World).

In EYFS, History learning occurs through:

- Talking about past and present events in their own lives and family members.
- Identifying the sequence in which some events have taken place in their own day to day experiences and personal histories.
- Recalling some important narratives, characters and figures from the past encountered in books read in class.
- Looking closely at similarities, differences, patterns and change.

### **In Keys Stages 1 and 2 we follow the National Curriculum.**

Areas of learning are informed by the National Curriculum and are sensitive to children's interests, as well as the context of the local area. The history curriculum is carefully planned and structured to ensure that current learning is linked to previous learning. In line with the National Curriculum 2014, the curriculum aims to ensure that all pupils: Gain a coherent knowledge and understanding of Britain's past and that of the wider world which helps to stimulate pupils' curiosity to know more about the past.

## **Key Stage 1**

The National Curriculum Programme of Study at Key Stage 1 focuses on developing Pupils should 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

Pupils 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
- Significant historical events, people and places in their own locality

## **Key Stage 2**

The National Curriculum Programme of Study at Key Stage 2 should continue to allow children 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.

Pupils 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

### **Expectations**

By the end of Early Years Foundation Stage, the performance of most pupils should be working within the Early Learning Goals.

By the end of KS1, the performance of most pupils should be Year 2 Expected level.

By the end of KS2, the performance of most pupils should be Year 6 Expected level.

## **Metacognition**

Learning is a change to long term memory and if nothing has been altered in long term memory, nothing has been learned. Throughout the unit of learning, each year group will be taught key vocabulary, skills and knowledge, which the children will use to demonstrate a clear and deep understanding of their learning. This will be revisited and recapped frequently in order for children to store this learning into their long term memory. At Hetton Lyons we believe metacognition is key to being a self-regulated learner, who is actively engaged in improving their practice.

## **What do we aim to do?**

Through the history curriculum, we aim to stimulate the children's interest, curiosity and understanding about the past. We aim ensure that children are able to think critically when examining evidence and can develop their own opinions, which they can then back up with their historical knowledge.

We aim to:

- Foster in children an interest in the past and to develop an understanding that enables them to enjoy all that history has to offer.
- Enable children to know about significant events in British history, to appreciate how things have changed over time and understand how Britain has influenced the wider world.
- Develop a sense of chronology and understand how they fit into the framework of the past, present and future. Know and understand how the British system of democratic government has developed and, in doing so, to contribute to a child's citizenship education.
- Understand how Britain is part of a wider European culture and to study some aspects of European history.
- Have some knowledge and understanding of historical development in the wider world, including ancient civilisations empires and past non-European societies.
- Help children understand society and their place within it, so that they develop a sense of their cultural heritage.

- Develop in children the skills of enquiry, investigation, analysis, evaluation and presentation.
- Ask historical questions and create their own structured accounts, including narratives and analysis.
- Gain and use historical vocabulary.
- Gain historical perspective by placing their growing knowledge into different contexts.
- Understand historical concepts such as continuity and change, cause and consequences and use them to make connections.

### **How will we fulfil our aims?**

#### **Curriculum Provision**

In the Early Years Foundation Stage, History activities are available through a specific topic focus. Observation of children's interests and activities also informs planning and provision for this area of learning.

History is a foundation subject and part of the National Curriculum. In both KS1 and KS2 it is taught as a discrete block of work. A great emphasis is placed on children having first hand and practical experiences, place an emphasis on examining historical artefacts, photographs and primary sources.

#### **2. Teaching and Learning**

History teaching focuses on enabling children to think as historians. We place an emphasis on examining historical artefacts and primary sources. In each Key Stage we give children the opportunity to visit sites of historical significance. We encourage visitors to come into the school and talk about their experiences of events in the past. We recognise and value the importance of stories in history teaching and we regard this as an important way of stimulating interest in the past. We focus on helping children understand that historical events can be

interpreted in different ways and that they should always ask searching questions, such as, “How do we know?”, about information they are given. We recognise the fact that in all classes there are children of widely-different abilities in History and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:

Setting common tasks which are open-ended and can have a variety of responses

- Setting tasks of increasing difficulty. Not all children complete all tasks
- Providing resources of different complexity depending on the ability of the child
- Using classroom assistants to support children individually or in groups.

### **3. The Learning Environment:**

Learning boards specific to history themes are used in lessons to highlight key knowledge and vocabulary. Timelines are used within the classroom to refer back to previous learning and develop chronological understanding and order of events. Children use them as a reference to compare different historical periods. Both fiction and non-fiction texts are used to develop children’s historical understanding and develop reading skills further. Books are displayed under learning boards for children to access. Classrooms may also have another display which portrays the learning of a unit of work, with links to other subjects.

### **4. Inclusion and Equal Opportunities**

Planning at all levels ensures that account is taken of race, gender and special needs e.g. resources, both human and physical, and a range of teaching methods are deployed to promote inclusion for those children with ESB, physical and sensory disabilities, language and communication difficulties or learning and cognition difficulties. History is taught within the guidelines of the school’s equal-opportunities policy. We ensure that all our children have the opportunity to gain Historical knowledge and understanding regardless of gender, race, class, physical or intellectual ability. Our expectations do not limit pupil achievement and assessment does not involve cultural, social, and linguistic

or gender bias. Our resources, both human and physical, and a range of teaching methods are deployed to promote inclusion for those children with EBD, physical and sensory disabilities, language and communication difficulties or learning and cognition difficulties. We recognise that History may strongly engage our greater depth children, and we aim to challenge and extend them.

## **5. Assessment**

The school recognises the importance of assessment of and for learning, so that staff and pupils are aware of next steps and ways to improve. Children are encouraged to use peer and self- assessment.

In the Early Years Foundation Stage, assessment is on-going and observations inform next steps and planning. Progress over the year is recorded using the Development Matters age bands. Evidence is collected throughout the Foundation Stage. This may include photographs, observation or a work sample. Evidence of attainment is included on the children's online learning journals (Tapestry). Some evidence will also be found in floor books when it links with other areas of the early Learning Goals.

At KS1 & KS2, pupils' knowledge and understanding are assessed before each unit of work by questioning their knowledge of previous units of learning, discussion, observations, completion of concept maps, mind-mapping etc.

Teachers assess children's work in History by making assessments as they observe them working during lessons. They record the progress that children make by assessing the children's work against the year group expectations from the national curriculum and progression document. This allows teachers to make termly assessments of attainment and progress for each child.

At the end of each key stage, the children's learning is assessed against the age-related expectation bands that are based on the 2014 National Curriculum statements for History. We use summative assessment to determine children's understanding and inform teachers planning. This is reviewed on a termly basis by the teachers and subject leader, who also carries out regular learning walks, book scrutinies and lesson observations.

History assessments and progress are discussed in all Pupil Progress Reviews.

## **6. Resources**

We have sufficient resources and equipment in our school to be able to teach all the History units from the national curriculum. We have a good supply of History topic books, artefacts, access to a wide a range of educational websites to support children's learning as well workshop, visitors and trips to museums etc.

## **7. Cross Curricular Links**

**Literacy:** In particular, at KS1, the pupils are encouraged to use their speaking and listening skills to describe what they have learned or observed. This helps them to develop their language skills. With support, they record their learning in different ways. This could be included in Extended Writing when writing diary extracts etc. In Literacy, teachers use a variety of fiction and non-fiction books to teach reading skills that where possible are linked to the topic children are learning in science, history and Geography.

At KS2, the pupils are encouraged to develop their skills of writing to record their planning, what they observe and what they find out. In History, they should be applying their literacy skills at levels similar to those which they are using in their English work. Children research using non-fiction books as well as information gathered on the internet. Teachers also teach reading using a variety of fiction and non-fiction book linked to the topic.

**Maths:** At both key stages the pupils are expected to use their knowledge of ordering to place events on a time line and calculate intervals of time. They also need to read data and intepit data from graphs. .In History, they should be applying their Maths skills similar to those which they are using in their maths work. Maths vocabulary will be promoted within the History curriculum.

**Information and Communications Technology:** At both key stages pupils use'. ICT skills are used to research information; record findings and produce Power Points etc.

**Personal, Social and Health Education (PSHE) and Citizenship:** History contributes significantly to the teaching of personal, social, citizenship and health education. Children develop self-confidence by having opportunities to explain their views on a number of social questions such as how society should respond to poverty, homelessness and working conditions. When studying the Ancient Greeks they learn how to be active

citizens in a democratic society by learning how laws are made and changed. They learn how society is made up of people from different cultures and start to develop tolerance and respect for others.

Spiritual, Moral, Social and Cultural Development: When teaching history, we contribute to the children's spiritual development where possible for example, when covering work on Remembrance. We also provide children with the opportunity to discuss moral questions, or what is right and wrong, when studying topics such as children working down the mines and the miners' strike. The History programme of study enables children to understand that Britain's rich cultural heritage can be further enriched by the multi-cultural British society of today. British values of democracy, rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs are integrated into the Curriculum especially through our PHSE time on a Friday afternoon.

### **9. Trips and Visitors**

The school recognises the importance of curriculum enrichment which can be provided by visitors to the school as well as trips outside of school to museums etc. The school has very good links to local museums in the area.

### **How is History monitored and evaluated?**

The subject leader will coordinate the implementation of the school History plan and monitor progress against the targets identified in the History action plan. Books are scrutinised by the subject leader on a regular basis. Pupil performance data is reviewed termly by History Subject leaders and the Senior Leadership Team. Planning is monitored to ensure it follows the statutory requirements of the National Curriculum and that it takes account of the range of pupils at our school and is appropriate to our needs. Evidence and quality of wall displays and pupil, voice will also provide valuable information about History being undertaken.

## **Impact**

The successful approach at Hetton Lyons results in a fun, engaging, high-quality, that is planned to demonstrate progression. We focus on progression of knowledge and skills and discreet vocabulary progression also form part of the units of work.

The whole school approach also ensures:

- Children achieve their end of year and key stage expectations.
- Children have gained relevant key facts, skills and knowledge specific to the primary History curriculum.
- Children will be able to learn about possible careers in the field of History
- Children's knowledge and skills will develop progressively as they move through the school, not only to enable them to meet the requirements of the National Curriculum but to prepare them to become competent historians in secondary education.
- Children will become increasingly critical and analytical within their thinking. Making informed and balanced judgements based on their knowledge of the past.
- Children will become increasingly aware of how historical events have shaped the world that they currently live in.
- They will also have a further understanding of History on a local level
- Where applicable, children will have encountered or participated in high-quality visits/visitors to further appreciate the impact of History.
- Children are to retain prior-learning and explicitly make connections between what they have previously learned and what they are currently learning.
- Pupil voice is valued and used to develop the History curriculum further.

The History subject leader is responsible for monitoring the standard of the children's work and the quality of teaching in History. The History subject leader is also responsible for supporting colleagues in the teaching of History for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school.

We aim to obtain pupil's viewpoints through pupil voice questionnaires and more discrete questioning by the teachers, this plays a significant role in helping us to find out how children feel about the subject and in us hoping to develop a love of History within our children.

### **Policy Review**

This policy will be reviewed by the governing body as part of its regular review of policies or when there is a change in assessment or curriculum.

Policy Written by: D A Houghton

Date presented to the Governing Body: March 2020

Date of next review: March 2022