



At Ashfield Valley we care for and value every child in a nurturing, inclusive environment.

All members of our school community will work hard to ensure that every pupil achieves their full potential and has the opportunity to shine.

History Policy

Reviewed: September 2022

Date of next review:
September 2023

Rationale

This policy details the provision we make for the learning and teaching of History at our school and in particular:

- The importance the school attaches to first class teaching and learning opportunities in History as an entitlement to all its pupils.
- To provide support and reference to staff to ensure a consistency with both quality and approach.
- To highlight how the curriculum has been designed to ensure breadth, balance, continuity and progression in the outcomes of all subjects.
- The teaching and learning styles focused on to encourage our children to work historically and develop enquiry led thinking.
- How we have organised the History curriculum, developed its outcomes and how this is monitored and assessed.
- How summative and formative assessment is used to assess the children's progress in and across key stages against objectives defined for individual subject outcomes.
- To emphasise that high quality teaching and learning of History is the responsibility of all staff.

Purpose

The purposes to this policy are to:

- highlight the importance and value our school attaches to pupils learning history and to developing as young historians.
- recognise and establish an entitlement to learning and teaching in History for all our pupils as a statutory educational requirement.
- make explicit our expectations in terms of subject outcomes and performance for pupils in History as they progress through the school.
- ensure continuity and progression in terms of subject knowledge, skills application and the development of appropriate attitudes and values.
- clarify how we will assess, record and communicate the performance of our pupils in history as they progress through the school.
- outline the approach to learning and teaching history that our school has adopted.

The value of history within our curriculum

Engaging children and young people in investigating questions about people and events in the past helps them to better understand their lives today, the contested nature of knowledge and prepares them for the future as more informed citizens.

Independent Review of the Primary Curriculum 2009
Final Report

At Ashfield Valley, we believe that developing a love for learning in history is crucial and we do this, by inspiring curiosity and providing children with the essential skills and knowledge to build upon and prepare them for the next stage, this in turn:

- Supports the learner's understanding of the process of change, the diversity of societies, people's lives and the challenges that have been faced and overcome in their society and the wider world.
- Provides them with the skills to think critically, justify and reason their own judgements using logical rational and evidence, allowing them to question, debate and discuss information, not just accept what they are told.
- Develops the understanding that the objectivity and reliability of all knowledge can be questioned as they are socially constructed.
- Allows learners to understand the diversity of the world and the people in it, thus allowing them to understand more about their own identity as a member of society.
- Enables the learner to understand core concepts and most notably cause and consequence, similarity and difference, continuity and change, change and progress/regression, significance, evidence, chronology, empathy, context, diversity, perspective, interconnectivity and validity which have broad relevance and significance in the modern world.

Intent

At Ashfield Valley, we aim to provide all children with the opportunities and resources to develop them as young historians. We achieve this by understanding what our school and children need to become better at history, then select and plan our topics and lessons to support this ensuring progression throughout the school, with the appropriate level of challenge and support being provided to allow them to work historically in a more rigorous manner as they progress through school.

Implementation

In History, learning is facilitated through an enquiry-based approach, which encourages the children to take increasing responsibility for their learning, think independently and achieve challenging subject outcomes. At our school therefore, we seek to encourage pupils to learn their history through enquiry into periods of time, exploring the key concepts of significant events, social history, religion and economy (progressive through school), thus supporting them with reaching conclusions, making judgements, evaluating, applying information learned in one context to another and generating their own ideas and questions to investigate through hypothesising. Whilst progressing through school, the children learn more subject information; therefore, it is important we are careful in our planning to ensure that there is always a balance between new content and the development of important subject skills and the opportunity for children to think critically about what they are learning and why. This approach is reflected in all of our planning. We are very careful to be selective about the subject content we use to ensure that a balance is achieved between knowing more content and the development of key subject skills and outcomes. The history curriculum is progressive, allowing the children to develop the skills, language and knowledge that will prepare them for the next stage of learning.

Our history curriculum has been designed by exploring the expectations of the National Curriculum and applying this guidance to the context, barriers and needs of the school and its pupils. To ensure first quality teaching and learning, we equip pupils with the necessary skills to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. This then allows them 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 curriculum aims to provide children with a chronological understanding of History from its earliest times to present day, whilst making connections between periods and exploring the impact on Britain and the wider world. It provides the children the chance to explore periods of British history that underpin key influences of Britain today, whilst exploring significant aspects of history in the wider world. From this, they can then apply their growing knowledge to make connections between key areas and concepts outlined by the overview of each time period and beyond.

At Ashfield Valley each year group undertakes enquiries in History and these are outlined in the planning for History. Each of these enquiries is informed by a detailed curriculum, which details the objectives, key enquiry questions and vocabulary, learning and teaching activities and methods of assessment and recording adopted each half term. This medium-term plan informs teacher planning on a session by session basis throughout each half term.

EYFS

Within the EYFS, History is integral to the Early Learning Goal of *Understanding the World* where pupils are encouraged and supported to "talk about past and present events in their own lives and in the lives of family members". In addition, pupils "learn about similarities and differences" in relation to "objects" and "talk about changes" they observe. Our curriculum begins focusing on the key theme of significant events with a focus of exploring the changes to living memory, that the children can observe or have experienced, linking this to the lives of those around them and celebrating similarities and differences that are observed. Within the EYFS an awareness of the concepts, vocabulary and key terms of History is encouraged through planned purposeful play and through a mix of adult led and child-initiated activity. For example:

- Recall, retell and sequence stories – chronology, cause and consequence, evidence.
- Read and discuss stories with different interpretations or explanations of the same events – reflect on the behaviour, motivation and intent of different characters – perspective; significance, similarity and difference.
- Distinguish between the past, present and future and recall moments from the past using language relating to time e.g. past tense - chronology, similarity and difference, historical narrative.
- Identifying and comparing features of artefacts from the past and present – continuity and change/change and progress, evidence, significance.
- Sequence familiar objects and events in their own lives/family – chronology, significance.

Key Stage 1

Within Key Stage 1, we ensure that our expectations enable all pupils to establish and begin to develop the key skills, knowledge and principals of working as a historian and the content is grouped under two key themes: significant events and social history. Building upon the outcomes achieved by the EYFS, the children consolidate their knowledge of changes within their living memory, but begin to explore similarities and differences between themselves and the lives and places that are significant to their world. This progresses further allowing children to develop a wider historical understanding of events and people who are significant in History, beyond their living memory, then bringing this altogether by exploring significant people, places and events in their own local area of Ashfield Valley Primary School.

The key principles of working as an historian are outlined in the progression of skills document and we aim that every pupil achieve the following subject outcomes in History by the end of Key Stage 1 and have the skills to:

- Recognise
- Identify
- Describe
- Observe
- Select
- Categorise
- Classify
- Sequence
- Connect and make links
- Compare and Contrast
- Recall
- Reason/Speculate

Key Stage 2

Within Key Stage 2, the children begin to explore the earliest historical recordings of civilisations, and then move progressively through time as they progress through school, continuously referring to timelines. Within each period, the objectives taught will be grouped under the key themes of significant events, social history, religion and economy, thus allowing the children to demonstrate an understanding of comparisons between periods and interpret and explain changes, constructing informed responses to questions about the cause and consequences of significant events during periods and how these varied. In Years 3 to 6, our expectations of pupil outcomes build on what has already been achieved at EYFS and Key Stage 1 particularly continuing to develop a sense of chronology and identify connections, contrasts and historical trends over time in relation to the people and events that they investigate. Pupils develop skills in selecting and organising information from historical sources, understand that different versions of the past may exist and provide explanations for why this may be the case and begin to describe and make links between events within and across different historical periods, explaining why some people and events in the past may be considered more historically significant than others.

SMSC

At Ashfield Valley Primary School, the teaching and development of SMSC is not a separate subject that is taught explicitly but an aspect of learning that should be present throughout the school in both its lessons and the behaviour from everyone in and around school. Behaviour expectations and our attitudes in school. History allows teachers to promote the values of SMSC and British Values through the teaching and learning of democracy, tolerance and respect through the topics selected and the key concepts to which the children are exposed. Spiritual development is encouraged by providing pupils to develop the idea that truth is central to all history, but is subject to interpretation. This is constantly reinforced by the 'how' and 'why' focus of historical enquiry. Empathy is also a huge part of any history lesson, as it supports children to develop their understanding of similarities and differences between themselves and others, and empathise with those less fortunate. History also teaches pupils that their beliefs and values can differ despite them having similar experiences and that these values are often justifiable to that person, but can also be discussed and questioned without it being wrong. This links strongly to moral development supported through the teaching of history as it encourages pupils to reflect on their own principles and the actions of famous events and people in history as well as their own. History allows pupils to develop both a knowledge and understanding of societies in history; exploring the changes in the hierarchy; role of women and living conditions during selected periods of time, but also allows pupils to develop their social skills, through debates, discussion, justification and reasoning, well-reasoned arguments and the skills to work collaboratively, as a leader or a facilitator. The teaching of history develops pupils' cultural knowledge not only by exposing them to life beyond their experiences - both now and historically - and concepts, values and beliefs they may never otherwise experience, but also by exploring what shapes Britain's culture and underpins the world and culture that they now live in, supporting them to reflect on their own cultural assumptions and values.

Inclusion, equality of opportunity and differentiation

History forms an integral and statutory element of a pupil's entitlement to learning and at our school we ensure that all pupils can engage with historical learning and develop as young historians irrespective of their race, cultural background, gender, sexual identity, religion, creed, level of intellectual ability or physical and emotional circumstances. Mutual respect and the fostering of empathy and community understanding at local, regional, national and global scales lie at the heart of the study of history and at our school we model this in terms of the inclusive nature of the learning and teaching we provide. Ensuring differentiation is a fundamental and core element of inclusion. As such, we plan and resource our learning, in line with our whole school policies, to enable all pupils to make good and sustained progress in history. In our differentiation planning we take due regard of factors such as classroom organisation, learning materials and the learning environment.

Connecting History to other areas of the Curriculum

In our planning we have made meaningful links between history and other subject areas of the National Curriculum and to Spiritual, Moral Social and Cultural Development (SMSC)

where incorporating content and perspectives adds value to and extends the historical understanding of our pupils. Making such links is important because it highlights to pupils the interconnectedness and interdependence of the real world but when making such connections we must maintain subject rigour and appropriate expectations in history for each stage of learning

Impact

At our school, an important objective is for all pupils to develop as young historians and we achieve this by recognising and planning for what becoming better at history entails – progression - and consequently challenging and supporting our pupils to work historically in a more rigorous manner as they progress through the school. As pupils progress as historians this involves developing historical perspective through:

- Wider, more detailed and chronically secure knowledge.
- More focused and precise methods of enquiry and communication of understanding.
- A deeper understanding of more complex historical issues and concepts.
- Pursuing historical valid questions.

Assessment and reporting

A summative assessment about the pupil's knowledge and understanding of History is carried out three times during the school year, at the end of each topic. This allows the teacher to assess each pupil as whether they are below, at or above the age-related expectations for their year group. Each assessment is shared with the Headteacher and the history subject developer. Review and recap sessions support the progress of those children not yet achieving

Monitoring and evaluation and the role of the subject developer

All teachers at our school are responsible for monitoring standards in history but the history subject developer, under the direction of the Headteacher, takes a lead in this. Monitoring activities are planned across the year and may include the following:

- Analysing samples of pupils' history work to moderate standards (attainment and progress against outcomes and end of stage performance descriptors) to ensure consistency.
- The moderation of teachers' planning once every other half term to monitor coverage and delivery of planned objectives.
- Lesson observations and learning walks to ensure that learning and teaching is appropriately engaging and challenging and that the anticipated subject progress is being made by the pupils.
- The sampling of pupils' work to ensure that expectations in terms of subject outcomes are being maintained through the curriculum.
- Speaking to pupils about their history lessons and what they know and remember about the subject.
- In collaboration with the Headteacher and teaching colleagues, the subject developer drafts and finalises a history action plan which is evaluated and updated termly.

The history developer takes a lead in developing history further across the school within the school's development plan; monitoring the effectiveness of teaching and learning; and the use of resources. Teachers and educational support staff can expect support from the history developer.

To develop staff confidence and competence in teaching history the subject developer will:

- Attend subject professional development opportunities as they arise.
- Identify and source staff training as needs arise.
- Arrange for relevant advice and information from professional development programmes, including courses, to be disseminated.
- Where necessary lead (or arrange) school-based professional development meetings for colleagues.