



Working and growing together'

History Policy

Date	Review Date	Subject Leader
August 2020	August 2021	Tim Downes

Introduction

At Fitzwilliam Primary School we believe that History encourages pupils to consider how the past has influenced the present, and how a variety of elements influenced people's actions. History also develops the skills of researching and evaluating evidence, the knowledge of past events, civilisations and personalities and the concepts of chronology. Learning about the past can influence pupils' attitudes to the present and the future.

History Curriculum Intent, Implementation and Impact Overview

The intent of our History curriculum is to deliver a curriculum which is accessible to all and that will maximise the outcomes for every child so that they know more, remember more and understand more. As a result of this they will

- Increase and develop their historical skills, concepts, knowledge and attitudes.
- Increase their understanding of the present in the context of the past.
- Develop and use their skills in enquiry, analysis, evaluation, and argument.
- Develop their interest in the past, arousing their curiosity and motivation to learn.
- Develop a sense of identity through learning about the past.

School has identified key intentions that drive our History curriculum. At Fitzwilliam Primary School our History curriculum intentions are:

Intent	Research link	Implementation	Impact
<p>To build a History curriculum which develops learning and results in the acquisition of knowledge and skills which enables children to enquire, research and analyse in History. Children will know more, remember more and understand more.</p>	<p>"Most fundamentally, history teaches us to look past the ephemeral and search out the underlying, long-term dynamics of problems" Crowcroft 2018</p>	<ul style="list-style-type: none">• Knowledge Organisers Children have access to key knowledge, language and meanings to understand History and to use these skills across the curriculum.• Knowledge Walls History on Knowledge Walls throughout school focus on key knowledge, vocabulary and questions and exemplify the	<ul style="list-style-type: none">• Children will know more, remember more and understand more about History.• Children will understand and use the key skills of chronological understanding,

<p>To design a history curriculum and scheme of work with appropriate subject knowledge, skills and understanding as set out in the EYFS and National Curriculum History Programmes of study</p> <p>To fulfil the duties of the National Curriculum whereby schools must provide a balanced and broadly-based curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities and responsibilities and experiences for later life.</p>	<p>OFSTED Curriculum Research indicates that: OFSTED research defines a 'knowledge-rich' approach as one in which curriculum leaders are clear on the "invaluable knowledge they want their pupils to know". (September 2018)</p> <p>Enhancement - Education Endowment Fund research indicates that given the complex nature, and limited evidence of impact on attainment of enrichment activities, it is important to think carefully about what you are intending to achieve. It is also important to consider carefully whether such activities should <i>replace</i> curriculum-linked activities, as this might have a negative impact on attainment.</p>	<p>terminology used throughout the teaching of History, BV and SMSC, and enable pupils to make links across the wider curriculum.</p> <ul style="list-style-type: none"> ● Subject specific and content specific vocabulary Identified through knowledge organisers and knowledge wall and highlighted to the children at the beginning of lessons and revisited through class assemblies and knowledge quizzes. ● Big picture and daily review New history learning is put into the context of the big picture of history learning throughout school, and a daily review of immediate previous learning in the subject. ● Provision in EYFS Children are given a secure grounding in the Prime Areas of learning, ensuring they have a good foundation on which to build through the specific areas, including understanding the World. Areas of provision are enhanced to ensure vocabulary understanding and extension, and develop understanding of the past, present and the difference between the two. ● Chronology and class timelines Each class has a timeline that follows them throughout school. This records all previous history learning and enables children to put new learning in the context of previous learning. ● Books Children will have constant access to a wide variety of subject specific fiction and non-fiction books, available in history lessons, other lessons and in the class book area ● Use of artefacts Where possible we use artefacts for children to explore and investigate. We believe that handling or viewing real objects enhances the children's historical knowledge, understanding and skills. ● Use of sources / bias We aim for children to recognise that bias exists in some form in all historical sources, and this needs to be accounted for in their interpretation of evidence. ● Assessment 	<p>Knowledge and understanding of events in the past, Historical interpretation, Historical enquiry and organisation and communication.</p> <ul style="list-style-type: none"> ● The large majority of children will achieve age related expectations in History. ● As historians children will learn lessons from history to influence the decisions they make in their lives in the future.
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

		<p>Class teachers assess children's understanding in History and this is then recorded on Target Tracker. This data is then analysed to improve the children's learning in History.</p> <ul style="list-style-type: none"> ● Outdoor learning We recognise that children learn in a variety of ways, and so where appropriate, children will learn history outside the classroom. ● Approaches to teaching A wide variety of teaching approaches are used in history lessons to ensure children make good progress, and all learning styles are catered for. Class teachers ensure there is a good balance of whole class, group work, including Kagan structures, and individual learning in history lessons. ● Consistent teaching sequence History lessons will follow a clear and consistent teaching sequence, including putting the learning in the 'big picture', placing of the History being studied in the chronological context of previous learning, using the class timeline, a daily review, a brief review of learning covered in previous lesson/s, specifying key vocabulary to be used and its meaning, conduct Historical enquiry using a variety of sources and / or artefacts, pupils interpreting their findings and communicating their historical knowledge and understanding appropriately, before evaluating their learning and comparing with other historical periods studied as appropriate. ● Learning environment The learning environment is designed to ensure children develop their history knowledge, and continue to know more, remember more and understand more. Knowledge walls and class timelines are key drivers to this, with teachers making reference to them during lessons and at other regular times during the week, including during weekly knowledge quizzes. ● Research: Children will be asked to research historical aspects of their learning independently. This allows the children to have ownership over their curriculum and lead their own learning in history. 	
--	--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

		<ul style="list-style-type: none"> • Basic skills -English, Maths and computing skills are taught during discrete lessons but are revisited in history so children can apply and embed the skills they have learnt in a purposeful context. • Cultural Capital - We plan termly visits, visitors and involvement in the community activity to provide first-hand experiences for the children to support and develop their learning. This is often linked to history (please see Cultural capital overview). We recognise that to have impact the planned cultural capital must be clearly linked to the statutory historical knowledge to be acquired and provide the opportunity for children to better understand the knowledge or apply what they already know. While educational visits and visitors may be suspended due to COVID 19, we actively explore other ways to bring cultural capital to our children, for example through the internet, using virtual tours and video calls. 	
--	--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

Pedagogy

In History, like all other subjects, we recognise the importance of the methods and practice of teaching (the pedagogy) we choose to use in enabling pupils to know more, understand more and remember more. In History, the following approaches will be used, and be evident in pupils' books, in order to ensure that the History learning opportunities are as effective as possible and that pupils progress throughout the year and across year groups during their history experiences in school:

Teaching Sequence in History	Big picture: Placing of the History being studied in the chronological context of previous learning, using the class timeline	Possible pedagogical approaches used in History	Behaviourism	Direct teacher instruction; modelling of skills and techniques; demonstration
	Daily review: Brief review of learning covered in previous lesson/s		Constructivism	Inquiry-based learning; outdoor learning
	Specify key subject specific and content specific vocabulary to be used and its meaning		Social Constructivism	Teacher modelling; questioning; mix of individual, paired and group instruction
	Conduct Historical enquiry using a variety of sources and / or artefacts		Liberationism	Pupil-led learning; opportunities to showcase learning
	Interpret their findings		Learning, working and talking like a historian	Being introduced to the key subject specific and content specific vocabulary that a historian would use; defining the key subject specific and content specific vocabulary that a historian would use; high expectations of pupils 'talking' like a historian; high expectation of pupils researching, interpreting and presenting like a historian
	Communicate their historical knowledge and understanding appropriately			
	Evaluate their learning and compare with other historical periods studied as appropriate			



Working and growing together

E-safeguarding

The history policy and scheme of work adheres to the whole school E-safeguarding Policy.

Equal Opportunities

History follows the school's Equality Policy.

Links to other Subjects

At Fitzwilliam we use History to promote learning across many areas of the National Curriculum, including: -

- The application of all basic skills (including Reading, Writing and Mathematics) within the History curriculum
- The use of computing both to find and present historical data.
- Citizenship, through moral, social and cultural development.
- Developing language skills, through both reading and writing a variety of texts.
- Application of number, through historical research and enquiry.
- Developing geographical knowledge when learning about past events in other places.
- Looking at art, music and technology from the past as source of evidence.

Any cross curriculum links between subjects are identified in medium and short term planning, and children are made aware of them.

Links to Spiritual, Moral, Social and Cultural Development

Pupils' spiritual development is enhanced through history by

- Researching and discussing the beliefs of peoples of the past, and their influence on the beliefs of the peoples of today.
- Gaining a sense of enjoyment and fascination in learning about themselves, others and the world around them
- The use of imagination and creativity in learning
- A willingness to reflect on experiences.

Pupils' moral development is enhanced through history by

- Recognising the difference between right and wrong in historical situations and readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England
- Understanding of the consequences of the actions of people in the past, and applying this understanding to their lives today



Working and growing together

- Investigating, and offering reasoned views about, moral and ethical issues from the past, and being able to understand and appreciate the viewpoints of others on these issues.

Pupils' social development is enhanced through history by

- Being able to cooperate well with others and resolve conflicts effectively through historical work and roleplay.
- An understanding and acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

Pupils' cultural development is enhanced through history by

- An understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- Participating in, and responding to, for example, artistic, sporting, and cultural opportunities
- An interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

Organisation of Teaching

History at Fitzwilliam is taught through discrete lessons. History skills, knowledge and attitudes are taught through a historical focus that lasts across a full term. In Key Stage One and Two each class has a history focus each term. In the Foundation Stage History is taught through termly theme based work with learning objectives distributed over a one year cycle. One term a year has a history focus within it, although early historical skills and concepts are delivered throughout the year.

Teaching Methods

We hope to use a variety of teaching methods at Fitzwilliam Primary School, in order to suit as much as possible the abilities and interests of our pupils. These include:

- Use of story, including story telling
- Discussions and debate
- Questions and answers
- Individual and group investigations
- Television, radio, audio recording, video, film, internet and other computing resources



Working and growing together

- Role play and drama
- Fieldwork, including visits to museums and historic sites (where possible due to COVID-19)

Throughout the school, history lessons should follow the teaching sequence specified in the pedagogy on the History skills progression grid (see above).

Reasonable Adjustments in History

The curriculum leader in History recognises the importance of ensuring that children with identified Special Educational Needs and/or Disabilities have access to an ambitious History curriculum. Within the curriculum area of History SEND children will be provided with reasonable adjustments through their tasks and level of challenge provided. Advice can be sought from the school's SENDCO where applicable.

Access for all

At Fitzwilliam Primary School we develop an inclusive curriculum through:

- Setting suitable learning challenges: It is the aim of the school that children should be given achievable learning targets, and be motivated by success. This may involve deepening children's historical skills and understanding, so that all children's learning needs are catered for, and pupils achieve as high a standard as possible.
Responding to pupils' diverse learning needs: History at Fitzwilliam is planned so that all pupils can take part in lessons fully and effectively so that there is an equality of opportunity through teaching approaches.

History at Fitzwilliam is planned so that potential barriers to learning and assessment for individuals and groups of pupils are overcome. This is achieved through:

- Provision being made where necessary to support individuals or groups of pupils to enable them to participate effectively in history lessons.
- Pupils' understanding being developed through the use of all available senses and experiences.
- Aspects of the programmes of study that may present specific difficulties for individuals being identified.
- An inclusive history curriculum is also achieved through:
- Support to access texts (e.g. audio or larger print).
- The use of alternative communication methods e.g. computing or speech.
- Non-visual means to access sources of information when undertaking historical enquiry.

In assessment, judgements allow for the provision described above.



Working and growing together

Planning

The basis for planning is the history scheme of work which is the school's long term planning. Each year group includes history knowledge, skills and breadth of study in their learning for the year. In the early years history is taught through one termly theme, although early historical skills and concepts are delivered throughout the year.

Progression of skills and key knowledge

Alongside the History Scheme of Work is the History Progression of skills document. This document includes the key historical knowledge and skills each year group will cover each term, including subject specific and content specific vocabulary, key questions for each unit of learning, and key knowledge for class teachers and pupils. This document covers all history learning from nursery to Year 6.

Assessment

At Fitzwilliam Primary School assessment in history comprises of teacher assessment during the delivery of lessons. Children are given tasks linked to the NC, and assessed against these. It is the responsibility of each individual class teacher to implement this through planning activities linked to the History National Curriculum. The class teacher will judge children against age related expectations to be at, above or below these expectations. This data is then analysed by the History subject leader.

Targets

At Fitzwilliam Primary School we aim for the majority of pupils to:

- Attain early learning goal 'Understanding the World: People and communities' by the end of the Early Years Foundation Stage (This is assessed using the Early Years Foundation Stage Profile criteria).
- Be at age related expectations for Key stage 1 by the end of year 2
- Be at age related expectations for Key stage 2 by the end of year 6

Homework

Homework in history is available through open-ended homework. Children are encouraged to complete at least one piece of open-ended homework each term, linked to their learning. Should children choose a history task, they will have the opportunity to use and develop at least one of the key skills of chronological understanding, Knowledge and understanding of events in the past, Historical interpretation, Historical enquiry and organisation and communication.



Working and growing together

Parents

It is the aim of the school to involve parents as much as possible in their children's education. Parents are invited to termly INSPIRE mornings (subject to COVID-19 guidelines), and kept informed regularly of their child's progress, both formally and informally. In history parents and other relatives can contribute by bringing their memories, artefacts and knowledge to the children and their lessons.

Responsibilities

The History subject leader is responsible for:

- Monitoring the teaching and learning of History.
- Overseeing and implementing the history policy.
- Writing an annual action plan for The School Improvement Plan and evaluating progress throughout the year.
- Attending INSET and providing staff with appropriate feedback.
- Attending courses to keep knowledge up to date and feedback to staff upon return.

Each class teacher is responsible for delivering History to their class and being aware of where extra lessons may be needed.

Staff Development

Over the course of the academic year the history subject leader monitors and evaluates:

- The attainment and progress of pupils in history
- The knowledge of pupils in history
- The pupils response and attitude to history
- The quality of history teaching in school
- The quality of children's work in history

This is achieved through:

- Classroom observation of history, including learning walks, with written feed back
- Questioning of children during these observations
- Discussions with pupils
- Carrying out regular scrutiny of work, and feeding this scrutiny back to teachers.



Working and growing together

- Looking at history displays in classrooms and corridors.
- Monitoring each teacher's history planning every term, as appropriate, and providing written feedback.
- Keeping all staff informed on changes that effect history in school.
- Attending any History Subject Leader meetings arranged by the MAT, LA or other providers.
- The history subject leader being a member of the Historical Association.

Subject Development

Over the next academic year the history leader will write and execute the school development plan in History:

In addition to this the history leader will also:

- Ensure the subject of history meets statutory requirements of the national curriculum.
- Continue to monitor the implementation of the history scheme of work and history policy documents.
- Continue to monitor staff development in history, through classroom observations if appropriate, staff questionnaires, monitoring and feeding back on medium term planning and children's work.
- Attend appropriate courses, if available, and maintain membership of the Historical Association to develop personal knowledge and expertise, and to share this in school.
- Complete pupil discussions with pupils from a range of classes, on how History is delivered in our school.
- Maintain the History course on the school VLE, for staff and for children.
- Maintain the History section of the school website for all stakeholders.
- Monitor and evaluate the quality of history resources in school, and bring in new resources as appropriate.

For a detailed description of the development of History in the next academic year, please see the 2020 – 2021 School Development Plan.

Review

This policy is a live document, being constantly updated. History has long, medium and short-term development plans, which forms part of the overall School Development Plan, drawn up and executed by the History Subject Leader. This plan will affect the contents of this policy, and it is the responsibility of the History Subject Leader to maintain this.

This Policy was last updated in August 2020, by Tim Downes.