



History Policy



Adopted by Governors: Summer 2023

To be reviewed: Summer 2025

Rationale and Intent

At Dohill Primary School, we recognise the importance of history to inspire the pupil's interest and develop their understanding about the past, in Britain and the wider world. Pupils will develop their enquiry skills, using evidence, which they will use to draw conclusions about what life was like in the past, helping them to understand the world today.

Our principle aims, following the National Curriculum in England for History are:

- for pupils to 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
- for pupils to 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 of mankind
- for pupils to gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'

We are dedicated to stimulating children to enjoy asking and answering questions about the past, as well as making full use of resources to support their learning.

The core of our history curriculum is the National Curriculum for England.

The Ofsted research review for history (July 2021), explained the importance of having ambitious goals for history in terms of broad substantive concepts that pupils should learn and the disciplinary knowledge about how historical accounts are created. The pupils are enabled to engage purposefully with the past through their topic knowledge and develop a secure overview of the main developments and periods in order to make sense of their knowledge.

Our history curriculum has been carefully planned in a logically sequenced progression to ensure that new knowledge and skills build on what has been taught before: Early Years to Year six. This enables our pupils to know more and retain more.

The sequence develops pupils' historical knowledge overtime through a range of key concepts. The key concepts allow pupils to build upon prior learning of the past and apply this knowledge to their current area of learning. Usually this is through their understanding of historical enquiry and their ability to ask and answer questions about the past.

Teaching and Learning

Foundation Stage

Within the EYFS curriculum history is developed through 'Understanding the World'. Within the Foundation Stage, pupils learn about similarities and differences between things in the past and now, drawing on their experiences as well as understanding the past through characters, settings and events encountered through books read in class & storytelling. Also, they talk about the lives of people around them and their role in society.

Key Stage 1 and 2

In Key Stage One, pupils are taught about changes within living memory; events beyond living memory and the lives of significant individuals and historical events from the past.

In Key Stage Two, British history is taught in chronological order, in order to support pupils with their chronological understanding. In addition to British history, children learn about the achievements of the earliest civilizations - an in-depth study of Ancient Egypt, Ancient Greece and the Mayans as a non-European society study. A local study is carried out in Ironbridge and surrounding areas looking at the industrial revolution during the Victorian period.

We deliver a variety of opportunities for history learning inside and outside the classroom. Educational visits are another opportunity for the teachers to plan for additional history learning outside the classroom. Our pupils explore local museums, historical sites, and have visitors into school to share history learning and have hands on experiences. Speaking and listening opportunities are planned for, including debate, to develop their use of historical vocabulary. Within the lesson, teachers check pupils understanding effectively, addressing any misconceptions promptly. The curriculum is designed and delivered in a way that allows pupils to know more, find out information and remember more.

Curriculum Documents for History can be found on the curriculum pages of the school website:

<https://www.dothillprimaryschool.co.uk/key-information/curriculum>

- History Curriculum Statement
- History Curriculum Overview
- History Progression Document EYFS/KS1
- History Progression Document Lower KS2
- History Progression Document Upper KS2
- History Progression Document Disciplinary Knowledge
- History Coverage Document

Planning

In each year group, there is a yearly curriculum map which defines the key areas of history which will be taught throughout the year. This ensures that enough time is given and that coverage is allocated to each key area.

To ensure high standards of teaching and learning in history, detailed unit plans support teachers to plan a sequence of progressive weekly lessons and over time, giving the children time to master new concepts. Within this document the following is evident:

- Key stage concepts - Achievements, inventions and influence (EYFS and KS1) and settlements, invasion and influence (KS2).
- Specific year group objectives and vocabulary are presented to ensure planning for correct coverage.
- Historical strands - historical interpretation & knowledge; chronological understanding; historical enquiry and managing historical artefacts & sources to ensure that all areas of the National curriculum are covered.

Progression documents are used to support the medium-term plan, to ensure that staff are delivering a consistent and challenging curriculum.

Assessment

Assessment is woven throughout the curriculum and is used by staff to check pupil's understanding of key concepts. At the beginning of each lesson the class teacher will share a learning objective and success criteria with the children. This informs them what they are learning and the steps they need to take to be successful. The teacher will assess the pupils against the success criteria. The assessment will be based on the pupil's application of taught knowledge through class discussion, answering questions, practical activities and if appropriate written work. This supports in identifying gaps in knowledge and understanding enabling teachers to respond appropriately. We also recognise the value of assessment as an important learning tool which provides opportunities for pupils to strengthen their memories through concerted effort.

At the beginning of each unit of work the pupils will independently take a quick quiz, that will assess to see what they already know. The quick quiz will assess pupils' knowledge of technical vocabulary and key knowledge. This quiz quick will then be taken at the end of the unit of work to show progress.

Recording

Work from history lessons will be recorded in each pupil's foundation book. This can be recorded in a range of ways depending on the task. Often, there will be

written evidence in the foundation books. However, where a task is practical or includes group work, a photograph with a short blurb will be more appropriate evidence for the foundation book.

Examples of children's work (written and photographs) may be displayed in classrooms or in year group corridors to share with others.

Resources

Resources such as artefacts are located in the resources room. They are organised into boxes which are clearly labelled with the title of each unit. Staff may help themselves to resources they require to teach their unit and should return the resources correctly when finished with them. This will be monitored by the subject lead.

There are unit specific texts available in school and these can be found in classrooms in the book area. In addition to books available in school, teachers have access to the Shropshire Library Service which provides a vast range of texts and picture poster packs at the request of staff. These can be delivered and collected by the library service or teachers may take the opportunity to visit the library in person to choose specific books. The Shropshire Library Service also offer artefacts for loan at a cost.

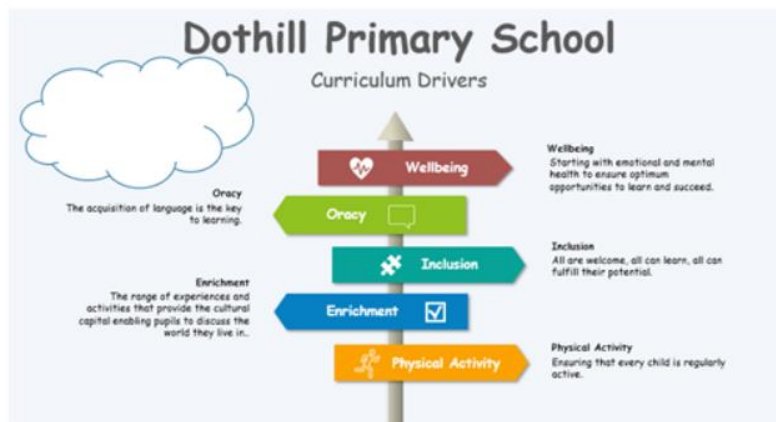
Role of the Subject Leader

The role of the subject leader is to:

- Audit, identify, purchase and organise any history resources ensuring that they are readily available and well maintained.
- Document and review the agreed ways of working through a written policy document and scheme of work.
- Advise and support staff in the planning and teaching of history and developing their history subject knowledge.
- Monitor the teaching and learning of history through learning walks, work scrutiny, the monitoring of planning and pupil voice.
- Monitor outcomes for pupils and track pupil progress.
- Use feedback from monitoring to develop an action plan for history with realistic and developmental targets.
- Report to SLT and Governors.

Curriculum Drivers

At Dotherill we have five curriculum drivers that are central to our school vision and ethos. They help to drive and shape the curriculum and are incorporated across all subjects and themes.



Enrichment - A range of visits or visitors into school are planned across the curriculum. These are organised by teachers, in order to offer experiences that help to broaden the understanding of curriculum content, enrich the curriculum delivery with real-life experiences and most importantly help the children embed and retrieve their learning. In History, enrichment includes museum trips such as Blists Hill. We also have planned opportunities for History providers to come into school to offer the pupils hands on experiences such as the Anglo-Saxon Experience. We use our local environment as much as we can.

Wellbeing - We place emphasis on a curriculum that develops the whole child. Through our core values - happiness, respect, responsibility, creativity, honesty, enthusiasm, confidence, kindness, cooperation and fairness - we ensure that the wellbeing of all members of the community is at the centre of our life in school and the key to raising academic success. Our children gain a sound knowledge of their own value and purpose, with the ability to make choices and decisions. In History this is enacted through the ability to share their work with others, reflecting and evaluating on our work and having the courage and resilience to edit and make improvements. In addition, themes chosen for History encourage empathy and consideration of how it felt to live in different times.

Oracy - Our curriculum aims to develop learners who can think critically, reason together and have the vocabulary to express their knowledge and understanding. In History oracy is developed through the opportunities to discuss, question and present through our units of learning.

Physical activity - Sport England Survey shows that active children are happier, more resilient and more trusting of others and it's also shown a positive association between being active and higher levels of mental wellbeing, individual

development and community development. At Dohill we build physical activity into History using different methods of collaborating and sharing ideas which encourage children to get up and move around the classroom. We use drama and role play as appropriate within our historical learning. Calm Brain is used throughout the school day to help with transitions and give brain breaks in lessons as and when appropriate.

Inclusion - All pupils participate in History. Each learner is an individual and we use a child centred approach to adapting our teaching to meet their need.

We make the following adaptations to the curriculum to ensure all pupils needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson etc.
- Adapting our resources and staffing.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font etc
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, visual cues to accompany verbal instructions.

We use the NASEN 'Teacher Handbook: SEND' (2021) to further inform our inclusive practice by considering specific adaptations for each curriculum area.

History lessons involve a lot of abstract thought and pupils consider complex ideas. A lot of reading and writing is often required in History lessons. In order to include pupils with SEN and/or disabilities we consider what makes a topic difficult for certain pupils. Such as the level of contextual knowledge, the concepts, or the language used. We identify what pupils should be able to draw on from previous work, and the new things that need to be introduced to pupils, before identifying a series of questions and tasks that will make them accessible.

Spiritual, Moral, Social and Cultural Development

We recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. Through our History curriculum we aim to provide pupils with opportunities to explore and develop an awareness of SMSC as detailed below.

Spiritual: The study of History involves a sense of curiosity about how and why events in the past happened. It also raises questions as to what could have happened if events resulted in different outcomes. Artefacts are used to give

children a sense of the past and aid children in understanding the people who produced and used these objects. Children are encouraged to explore the role played by important individuals, for good or ill, in the shaping of the world we live in. Children also reflect upon different interpretations of the past and how these interpretations have been arrived at.

Moral: Children are asked to consider and comment on moral questions and dilemmas. Events and beliefs in the past will often be at odds with what we would consider unacceptable today. Children will be encouraged to show compassion for people facing dilemmas and to empathise with decisions which people in the past made and the reasoning behind these decisions. Notions of right and wrong are explored in connection with events from the past, linking with the value of justice.

Social: Children will explore the similarities and contrasts between past and present societies and be made aware of how, in the main, we are very fortunate to live in 'the modern world'. They will examine how other cultures have had a major impact on the development of 'British' culture. Children will also be encouraged to build up their own social development through collaborative and team working activities. The study of social issues is a common theme in History lessons.

Cultural: Children will study, and be encouraged to gain an understanding of and empathise with, people from different cultural backgrounds. They will examine how other cultures have had a major impact on the development of 'British' culture. Children develop a better understanding of our multicultural society through studying links between local, British, European and world History.

Use of ICT

Information and communication technology enhances the teaching of history wherever appropriate in all key stages. It is a vital tool in history because it supports teachers in researching and resourcing a range of historical sources to share with pupils. It also is used widely by children to research facts about historical events and significant people in history through the use of search engines on iPads and laptops. In addition, ICT can be used by pupils to record their findings using PowerPoint presentations, publisher documents and more on the laptops. iPads are regularly used by staff to photograph practical tasks during history lessons to evidence the learning that has taken place during lessons.

Online Safety

As part of our commitment to safeguarding, online access during lessons is carefully planned for and monitored. Pupils may use specific content, videos, models, images on the computer. These will be carefully selected by the teacher to ensure that they are appropriate and safe. SENSO software is used across school to monitor and manage computer activity on any computer device.


Equal Opportunities

Equal opportunities are considered when we decide upon the teaching strategies that we employ and the resources that we provide. In our curriculum planning we ensure that all pupils, with due respect to their culture, religion and background, have equal access to all areas of the curriculum, extracurricular activities, all areas of the grounds, equipment and resources, the staff and time to contribute to whole class and group work.

Impact

The impact of our history curriculum is that:

- Pupils have secure chronological knowledge
- Pupils confidently ask and answer questions about the past
- Pupils apply previously taught learning of key concepts to current learning
- Pupil voice demonstrates that they enjoy History and recall their learning over time
- Pupils can explain which sources are most useful and identify relevant information to support their research
- Pupils are prepared for their next stage of education
- Pupils are prepared for a successful life in modern Britain and understand the role, contribution, and importance of different groups of people.
- Pupils develop a sense of belonging in the world through the study of history.

Signed.....  Date..... 5.7.23.....

(Head teacher)

Signed.....  Date..... 5.7.23.....

(Chair of Governors)