

# INGLEBY MILL PRIMARY SCHOOL



## History Policy

January 2022

(updated to new template January 2023)

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Due to be reviewed January 2025



Imagine  
Make a Difference  
Persevere  
Succeed

## **INTRODUCTION**

At Ingleby Mill we aim to ensure that our whole community provides children with the opportunity for growth and development through the acquisition of skills, attitudes and knowledge in a safe encouraging and sometimes challenging environment. This reflects the aims and ethos of the school and staff, and is reflected in the School Mission Statement and values.

This document is a statement of the aims, principles, processes and strategies for the teaching and learning of History at Ingleby Mill.

The policy has been devised by the present history curriculum co-ordinator after discussion with the staff in school and is in line with the requirements/specifications of the 2014 National Curriculum for History.

### **Rationale for history in Ingleby Mill**

#### **What do we want our children to learn?**

As history is often an abstract concept for lots of children, our aim is to provide an engaging curriculum that blends both substantive knowledge and disciplinary skill to ensure that the children of our school are equipped with the tools that they need to place their historical learning into both broad and specific contexts.

Learning is built on in the long-term by revisiting previous units of study so as to make meaningful connections and to place both old and new learning into context. By taking this approach, children will learn to appreciate the complexities of different people, places and events in the long arc of history, identifying their place within it and the challenges that they faced.

To ensure that a broad, balanced and rich curriculum is provided, core-knowledge has been identified for KS1 and KS2 that gives the children the substantive knowledge that they need to know to make connections across different aspects of history and with different types of people. In KS1, themes such as locality, transport and impact help children understand how history in their own area has had consequences on a larger scale, whereas KS2 themes of achievement, society, beliefs, housing, entertainment and food help give children a broad understanding of the cultures of different people from the past which can be compared and contrasted.

By securing a marriage between the substantive content and the disciplinary skills, the children can secure new information quickly as an abundance of generative, hinterland and fingertip knowledge is taught and continuously revisited, enabling the application of

disciplinary skills and concepts to deepen their understanding and work as historians through the use of historical enquiries.

To appreciate the complexities of the past, a focus on 'experience' is made throughout school to provide children with the opportunities to experience the past for themselves. By giving them these opportunities, they will understand the human nature of history through the decisions that have been made and the consequences that are faced and lived-with from those decisions.

The school's overall aim is for our children to leave with a desire to learn more about the past and foster a lifelong passion for history that helps them contextualise the world that they live in now from the world that has come before them.

### **How we will do this?**

History is implemented through the use of discrete history lessons that are often supported by cross-curricular activities. By tackling history discretely, the children are more confident in understanding what constitutes a history lesson and remaining focused on historical enquiry and concepts.

Units of history are delivered throughout the year in blocks where most of the history topics are the drivers for a lot of other cross-curricular work such as English, art and DT. During a history 'block', lessons are taught once a week with a focus on revisiting prior learning as well as contextualising new learning.

A variety of different resources are used to implement the vision of history across school. These include interactive 3D models, augmented reality resources, PowerPoints, flipcharts, websites, videos, music and books amongst other resources.

Children are supported by teachers and teaching assistants to engage with their studies of history in a number of ways. Resources, tasks and activities are created with the children in mind, giving them the opportunities to engage with the past and to explore it as budding historians. Resources are shared directly with the children to generate the substantive knowledge necessary to then dig deeper using disciplinary skills such as chronology, continuity and change, cause and effect and significance and interpretation. Tasks and activities are devised so as to revisit prior knowledge whilst drawing connections between the old and new learning, honing their skills as historians by engaging with the disciplinary concepts outlined above.

Every lesson is mapped out with a specific disciplinary skill or concept which is then shared with the children through the enquiry framework at the beginning of each lesson. This helps the children to understand where each lesson fits into the overall framework whilst also explicitly showing which disciplinary skill is being taught that lesson. The enquiry framework is then revisited at the end of the lesson to assess how the learning has helped to make an informed response to the overarching enquiry question or statement.

To aid children in retaining the core knowledge that is needed to respond to the enquiry frameworks, crib sheets are created which can be used to record specific information that can be accessed quickly, organising the core knowledge succinctly and by theme. A vocabulary list is also provided to help engage children with various different terms and terminology which helps to create more articulate historians.

### **What impact will it have?**

To gauge the impact of the history curriculum in our school, end of unit assessments are carried out in response to the enquiry frameworks. These questions and statements have been specifically designed to encourage children to relay their substantive knowledge whilst also engaging with the disciplinary skills that they have encountered and developed, asking them to create arguments around significance and interpretation, continuity and change and cause and effect.

Assessments for history are not conducted as 'tests' where children are given a set amount of time, working in silence to regurgitate everything they know about the current study. These assessments are discussed as a class and children are allowed to reference their work, their crib sheets and each other, just as historians themselves do. By doing this, the children can see how historians actually work and this helps encourage those children who struggle to retain information over the long term. The assessment activities are recorded in a number of different ways such as written essay-style responses, debates, double-page spreads, video recordings and oral responses.

Teachers can then use these assessments to clearly identify which substantive knowledge has been secured and which has not, as well as which disciplinary skills are secure. This information can then be used to support further studies across school.

When carried out successfully, our curriculum will enable children to begin tackling an even broader range of historical studies through the lens of history as a discipline and not just a series of disconnected people, places, events and facts. Children will be able to contextualise new information as the core concepts as laid out in the National Curriculum such as tax, empire, trade etc. will have been explored in both general and specific senses, creating historians who can interpret a variety of historical people, places and events.

### Foundation Stage

In The Foundation Stage, History comes under the wider title of Understanding of the World, but under the 2021 framework, this is now specifically under the ELG: Past and Present.

Historical aspects of learning in this area of the curriculum include:

Children will talk about past and present events in their own lives and in the lives of family members. They will discuss what other children do and don't enjoy and be sensitive towards

this. They will show differences and similarities between themselves, and others, and among families, traditions and communities.

Children will also learn about why certain events have taken place when appropriate, e.g. Remembrance, topical historical events etc. In addition, children will experience history through appropriately planned topics and themes. When planning topics, the Nursery and Reception teachers will actively collaborate to plan and provide practical structured activities, including a range of structured and spontaneous play, in line with The Early Learning Goals.

In The Foundation Stage children will be introduced and encouraged to use historical language using words in context with growing understanding. Children will be introduced to stories, events and objects to further gain a sense of chronology. Stories from big books are highly recommended as well as poems, songs, practical objects and artefacts, which will form the basis of resources used by the children. The use of stories will be of particular importance in engaging younger children with historical concepts out of context, ready for them to use this knowledge to apply to specific contexts in KS1 where they begin their formal history education.

Where possible, first-hand accounts by visitors will be used to develop historical questions and discussion points. As children progress, they will be encouraged and supported to think of and begin to answer their own questions.

Children will record their work in a variety of ways, appropriate to the age and stage of their development. Drawings, paintings, tables of results, digital photographs, perhaps contributing to a classroom display, are all recommended and should all be used.

### Key Stage One

In key stage 1, History is about the lives and lifestyles of familiar people in the recent past and about famous people and events in the more distant past, including those from British history, using common words and phrases relating to the passing of time.

Children should start to show some awareness of a chronological framework by identifying events that happened recently and those of long ago.

Children will:

- Learn about changes within living memory, identifying how these changes have happened recently and may continue to change today
- Learn about and compare people of the past in the local and wider area who have had local, national and international impacts
- Learn about events that have happened beyond living memory, why we continue to learn about them and what impact they have had on today
- Begin to place different historical people, places and events into a mental timeline and understand that these have existed in the near and distant past
- Look for similarities and differences between life today and in the past

- Begin to develop a variety of historical vocabulary relating to substantive and disciplinary knowledge
- Talk and write about what happened in key events and why people acted as they did;
- Find out about the past using different sources of information and representations.

### *Key Stage Two*

In key stage 2, history is about developing a sense of identity through an increasing understanding of chronology and historical enquiry through both overview and in-depth studies of local, national and international topics. As the KS2 curriculum is essentially larger in scale, children will learn about the cultural values of people from the past to help understand their identities, the choices they made and the lives that they lived. Children will also start to construct informed responses to significant historical questions through the organisation of relevant information. Children will also start to ask their own historically valid questions about change, cause and significance.

Children will:

- Compare and contrast different periods of history and civilisations through a number of themes that run throughout KS2
- Identify the impacts of people from the past on the world today and justify their legacies
- Engage explicitly with disciplinary skills and concepts to delve deeper into their expanding substantive knowledge, focusing on continuity and change, cause and effect, significance and interpretation and sources of evidence
- Contextualise the lives of people in British and world history relating to their cultures and experiences
- Identify different people and periods' of history and their 'place' within the long arc of time, noting connections and contrasts through substantive concepts such as trade, empire, tax and war
- Carry out historical enquiries using a variety of sources of information and look at how and why the past is interpreted in different ways

### Language and communication

Children will:

- Develop language skills through talking about their work and presenting their own ideas using sustained and systematic writing of different kinds;
- Use historical language and draw maps, diagrams and illustrations to communicate historical information;
- Read historical fiction and non-fiction and extract information from sources such as reference books, websites, videos and music

## Values and attitudes

Children will:

- Learn about the experiences of people in the past, and why they acted as they did;
- Develop respect for and tolerance of other people and cultures;
- Learn how people in the past have changed the society in which they lived;
- Develop respect for evidence and the ability to be critical of the evidence;
- Develop an understanding of differing interpretations of the past and the complex nature of interpreting sources of evidence from the past

## Planning: progression and continuity

History planning has been created by the history leader so that themes, concepts and progression are maintained. Plans and resources are shared with each team before lessons are delivered so that staff are aware of the rationales behind each topic, the choices that have been made, prior learning, future learning and what is expected of the children at each stage. Medium term planning can be found on 'Staff Shared' documents for each year group, in the appropriate year's planning file e.g. Planning 17-18. At the end of each unit teachers will assess children's progress by highlighting the skills, within the appropriate band, that the children have acquired within the current assessment framework of Target Tracker and by consulting the Progression of Skills document saved on Staff Shared.

## Features of progression

Progress in history can be characterised by:

- placing events, people and topics within a timeline
- constructing reasoned arguments for continuity and change using relevant information
- identifying the most appropriate evidence and beginning to ask questions of it;
- asking and answering more complex questions;
- making links and connections between different areas of learning;
- recognising patterns and categorising;
- understanding more abstract concepts and terminology;
- understanding what is more and less significant;
- appreciating the relevance of learning;
- using a greater depth and range of historical knowledge to back up judgements;
- becoming independent in learning.

## Expectations

Broad issues of progression can be expressed as expectations for each key stage.

By the end of key stage 1, most children will be able to:

- speak and write about familiar and famous people and events from the recent and more distant past, using common terms concerned with the passing of time;

- compare the lives of people in the past to their own lives, stating similarities and differences
- identify some ways in which the past is represented;
- find out about the past by asking and answering questions using a range of sources of information.

By the end of key stage 2, most children will be able to:

- know and understand the history of Britain as a coherent, chronological narrative
- describe the contribution made by people, events and developments in the recent and more distant history of Britain and other countries and make links across the periods of history studied;
- understand and use a wider range of abstract terms such as 'empire' and 'civilisation';
- give some reasons for, and results of, main events and changes and provide explanations about why people in the past acted as they did;
- use a variety of relevant information to perform methods of historical enquiry to understand the impact of people in history;
- give some explanations for the different ways the past is represented and interpreted;
- record their knowledge and understanding about the past in a variety of ways using dates and historical terms;
- make connections between local, regional, national and international history and between cultural, economic, military, political, religious and social history.

### Cross-curricular links

History provides an ideal opportunity to link with all other curriculum subjects. Children will be encouraged to incorporate a wide range of cross-curricular activities and skills to further develop their historical understanding of the topics studied. When planning, teachers are encouraged to incorporate a range of such creative activities where appropriate.

### Marking

A Marking Policy has been agreed which offers consistency of approach and presentation but remains focused on the historical content and skills, with feedback given encouraging children to think about how work can be improved as historians. (Please refer to the Marking Policy for details.)

### Teaching and Learning Styles

The teaching and learning of history should be both stimulating and motivating through the use of genuine and replica artefacts and fossils, professional topic-kits and a wide range of multimedia, with children encouraged to show increased levels of independence as they progress through school.

Children in both Key Stages will be expected to have the opportunity to undertake a range of historical tasks/assignments and related experiences appropriate to the age and ability of the child. It is important that the teacher considers carefully the most suitable strategy to introduce/develop each unit of study for history.

Emphasis is placed on 'experience' and encouraging children to be a 'part' of history wherever possible. The physical act of becoming a part of history will help learners assimilate more information which can then be used to further develop their understanding of the past.

### Classroom Management

The majority of history lessons will be taught in the children's normal class group. School trips will be undertaken as often as possible, wherever possible. Ease of access to resources will have an impact on teaching of this subject.

Children could also be given opportunities to practise some of the skills of investigative work, *e.g. thinking about questions to ask about a topic, and ways of finding out the answers.*

Many units provide opportunities for teachers to set worthwhile tasks that can be completed outside formal teaching time. Suitable tasks to set include:

- finding out more about the topics in the units;
- asking children to apply the new ideas they encounter to their own life experience;
- collecting data and information.

### NB

Teaching Assistants and /or parent helpers will need to be given specific guidance on the way in which they support/work with children - the level of independence that the children should be allowed - and the specific aims and objectives for any activity that they are to oversee.

### Recording of Work

There are a variety of ways in which children are encouraged to record work in History to show their knowledge, understanding and level of skills. They include:

- talking, discussing, writing ideas, notes
- asking/answering historical questions
- using appropriate historical language to describe features
- evaluations of completed work
- class or school display related to History
- use of ICT for recording work

### Assessment / Record keeping/ Reporting

Assessment in history is recorded on Target Tracker using the statements provided, which have been carefully worked into schemes of work and planning. Responses to the enquiry frameworks provide the basis for teacher assessments regarding the children's substantive and disciplinary knowledge. Children will therefore be judged as to whether they are secure, working within, working below or greater depth. This will then help inform future planning and teaching.

At the end of each Key Stage teachers should adapt a 'best fit' strategy to assess the performance of individual pupils at this time.

### Evaluation

Individual teachers are encouraged to give feedback to the history lead about the successes of each unit of study and any revisions that may need to be made.

The subject co-ordinator will oversee the long term planning/medium term plans and subject evaluation for the subject.

The range and quality of children's work will be monitored during the course of the year through book scrutinies and pupil voice.

The subject co-ordinator will also have the opportunity to evaluate the subject through direct observation of its teaching at agreed times in the year. This may take the form of Learning Walks throughout school where evidence is collected in the forms of photographs, samples of children's work or photocopies of children's books. This work is to be stored within a History folder within the schools computer system.

See Staff Shared – History – Evidence of work/portfolios

### Budget and Resources

The annual agreed budget will be used to continue to build a wide range of appropriate and relevant resources to support history teaching and learning. Staff will be consulted about their team or year group needs. Museum loan services will continue to be used where appropriate.

Children will have the opportunity to work with a range of quality resources and equipment, which are located in each of the Team 'shared' areas.

The safe and appropriate use of these resources by the children is the responsibility of the class teacher.

Resources are regularly monitored and evaluated with staff to ensure that the History budget is spent effectively and fairly.

Resources should support learning objectives, be appropriate for age, Key Stage and topic, and be as wide ranging as possible, e.g.: -

- ✓ audio tape / DVD/video / TV programmes
- ✓ interactive apps and interactive whiteboards
- ✓ Internet / Schemes of work
- ✓ photographs
- ✓ databases
- ✓ work before, during and after school trips
- ✓ interviews
- ✓ role play / drama / performances from outside agencies
- ✓ dance / music
- ✓ maps, archives, newspapers and journals
- ✓ links with parents and the wider community
- ✓ fiction and non-fiction books
- ✓ food
- ✓ artefacts and clothing
- ✓ DT and artwork

#### Role of the Co-ordinator

- to provide where necessary positive and appropriate support to the teaching and non-teaching staff either informally or through appropriate INSET or staff meetings. .
- to have an overview of continuity, progression and assessment and monitoring in history throughout the whole school.
- to promote history within the school,
- organise and review the history resources,
- ensure supplies of consumables are maintained,
- provide good practice of history,
- ensure there is equality of opportunity in history,
- organise and review history resources to ensure their relevance and usage,
- to monitor the quality of planning, teaching and range and type of resources in line with current school practices and annual budgets.
- to ensure history is implemented effectively within the classroom to expected National Curriculum requirements.

#### Role of the teacher

At Ingleby Mill, we expect that teachers will continue to set high expectations of both themselves and of the children, and that this will be reflected in the teaching of the subject in the range and quality of work produced, so that the teacher will:-

- Demonstrate secure and confident subject knowledge to ensure that history skills are developed.

- Demonstrate skilful questioning.
- Provide a balance between giving information and providing opportunities to investigate and explore.
- Ensure the children are fully interested in the subject, and are curious about times and people.
- Have clear and high expectations in order to motivate and encourage children in application to their work.
- Provide a range of resources, which are readily available and appropriate for lesson.
- Provide differentiated teaching and high expectations of more able groups who were encouraged to provide evidence of concepts discussed.
- Lead children to examine carefully selected extracts from a given resource.
- Support and encourage individuals and groups through differentiated questioning and challenging pace.
- Relate the content of the lesson to previous and future lessons.
- Encourage use of historical terminology.
- Assess the pupil's work at regular intervals.
- In the 'plenary' component of lesson, assess children's ability to grasp skills and knowledge covered in lesson.

### Equal opportunities

When planning and teaching, gender issues should always be considered. The history programme is devised for all children attending our school. Teachers will be required to treat all children as individuals with their own abilities, attitudes and differences. Children will be provided with the opportunity to work as individuals and as part of a variety of groups where groupings have been considered with relation to the children's education needs. When looking at people in history a range of both men and women should be studied. (See Equal Opportunities Policy).

### Special Educational Needs

All children will be provided with relevant, appropriate, challenging work in this subject, supported with scaffolds and adult support where necessary. All children will have access to all areas of history wherever possible i.e.

- setting suitable learning challenges for all pupils
- responding to pupils diverse learning needs
- overcoming potential barriers to learning and assessment of individuals and groups

Curriculum planning and assessment will therefore take into account the type and extent of those special needs related to each identified pupil - e.g. physical disability, specific learning difficulty, and gifted and talented.

In many cases the action necessary to respond to an individual's requirements for such curriculum access will be met through greater differentiation by task, through or progression with targeted and appropriate resources made available where necessary.

### More Able and Talented Pupils

Children with much higher than average ability in history, are identified by class teachers and opportunities would be provided to extend their skills by:

- setting work that is more challenging by asking them to think about different perspectives, inferences from sources of evidence, potential alternative causes and effects and the level of significance attributed to certain people, places and events
- providing investigational work that encourages initiative, self direction and stimulates originality.
- developing higher level thinking skills.

### Health and Safety

Health and Safety must always remain an important consideration. History provides ideal opportunities for educational visits. When taking children out of school the normal school policies and procedures should be adhered to. (See Health and Safety Policy Educational visits). Safety and hygiene issues should be addressed in planning and in the general management of the classroom.

Review of this policy

This policy was received by the governing body in January 2022. The review of this policy will take place in Spring 2025 or earlier if the need is identified. (Glenn Carter History Co-ordinator 2022)