The Ivory Federation

Propps Hall Junior, Infant and Nursery School Springhead Infant and Nursery School Rushcroft Primary School

HISTORY POLICY

RATIONALE

High-quality teaching and learning about History should inspire pupils' curiosity to know more about the past and help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. Teaching should equip our pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective. History helps children 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 intention is to ignite our pupil's curiosity and interest about the past and to help the children to understand how the past has shaped the place in which they live, and how it will continue to shape it in the future. We want our pupils to see themselves as historians, as archaeologists and researchers and to understand how historical enquiry can help them to better understand the past and help them to engage in reflective thinking and develop informed explanations. We aim to give our pupils a secure knowledge of the chronology of history, as well as enabling them to have deeper learning experiences of some of the more significant turning points in national and global world history.

We are members of The Historical Association. Professional development, key learning, and research acquired from The Historical Association, have informed this policy writing and how we teach history within our federation.

The 2014 national curriculum for history aims to ensure that all children:

- 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;
- 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 and follies of mankind;
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry';
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses;
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed;
- gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

PURPOSE

- to arouse interest in the past and stimulate pupil's curiosity into finding out more;
- to develop knowledge and understanding of how people lived in other times and how those times were different from today;
- to acknowledge that pupils have preconceptions that require exploration in order to help them to develop their thinking.
- to enable our pupils to know about significant events in British history, and to appreciate how things have changed over time;
- to develop a sense of chronology and support pupils in their ability to retain and retrieve knowledge;
- to encourage thinking about cause and effect, and how the past influences the present;
- to experience a range of representations of the past and develop the ability to communicate historical knowledge in a variety of forms;
- to understand how Britain is part of a wider European culture, and to study aspects of European history;
- to broaden knowledge and understanding of historical developments in the wider world;
- to help pupils understand society and their place within it, so that they do a percent of the citizenship and cultural heritage;
- to develop in the pupils the skills of enquiry, investigation, analysis, evaluation and presentation.

BROAD GUIDELINES

CURRICULM ORGANISATION

Pupils are taught through a thematic curriculum, with the teaching and learning of history being based on enquiry and interpretation. The curriculum theme is changed each half term to ensure children are exposed to many different history topics throughout their time at our school. The thematic curriculum also extends to the Early Years Foundation Stage and the children are taught history through 'Knowledge and Understanding of the World.'

The long-term curriculum plan details the overarching topic each half term and the curriculum subjects being taught within it, this also includes subject-specific detail.

The medium-term plans provide teachers with specific units of learning and desirable learning outcomes for each subject. The learning intentions and outcomes directly link to the overarching theme and ensure good curriculum coverage and knowledge acquisition. Links to other areas of the curriculum that enhance the children's understanding of history are identified and incorporated into the document. Each topic is taught as a block of learning each half term

PROMOTING KEY SKILLS IN THE CURRICULUM

Through our teaching of history, we provide opportunities for our children to develop the key skill of:

Interpretation: Historical interpretation is **the process by which we describe, analyse, evaluate, and create an explanation of past events**. We base our interpretation on primary and secondary historical sources. We analyse the evidence, contexts, points of view, and frames of reference

Investigation: Historical investigation is **a problem-solving activity that requires us to develop and apply the research skills of a historian to an interesting historical topic of our choice**. We will be required to search for, select, evaluate and use evidence to reach a relevant conclusion.

Chronology: Historical chronology is **sequencing, events, stories, pictures and periods over time to show how different times relate to each other and contribute to a coherent understanding of the past**. Chronological thinking is the basis of the science of history. **Chronology is when and in what order events took place**. Without chronology skills, it is impossible for children to examine the relationships between events or explain cause-effect relationships in history.

Cause and effect: Cause is a person or thing that makes something happen, the later event would not have happened if the earlier one had not happened first. Things that occur because of the event are consequences and happen as a direct result of the event that happened first. Things don't happen without a reason, **historical events are caused by something that happened before them**. Events don't end without effecting people and events that follow. **Every historical event creates a change that has consequences long after** which can impact on people, society, belief systems or any other facets of society.

Significance: Historical significance is **a decision that modern people make about what is important from our past**. In assigning historical significance, we can choose specific events, people, locations and ideas as being particularly important to us.

Perspective: Historical perspective is **the 'point of view' from which the creator of a source described historical events**. Every person sees and understands events differently depending on their age, gender, social position, beliefs and values. Even modern historians have their own perspectives which can influence how they interpret the past.

Empathy: Historical empathy refers to **the ability to perceive, emotionally experience, and contextualise a lived experience**. Historical empathy is important because it puts the past into context and helps to understand how people from the past thought and felt.

Contestability: Contestability is the **idea that two separate sources can draw different conclusions about a historical person, concept or event**. Contestability most commonly occurs between two modern sources, typically academics, who have studied the surviving material in detail, but hold two different interpretations of the past.

GOOD TEACHING IN HISTORY

To ensure that history the history curriculum is well taught we aim to ensure that:

• **Teachers see the value of visits and visitors in history topics to enrich pupils' lives**. Ensuring these experiences are integrated into topics to maximize learning with pre and post-experience learning.

• **History displays in and outside the classroom both support and celebrate learning**. Where possible, timelines should accompany these displays. Ideally, they are child height, created by the pupils and referred to throughout a topic.

• **The knowledge of our local community is capitalised.** Relevant links are made with representatives or places e.g visits to a local care home or inviting grandparents into school to talk about their life in the past.

• **Resources and artefacts are used well**. One object or visual can provide pupils with a powerful learning experience. Pupils can devise enquiry questions following close observation of an object or image and then carry out research to find answers.

• **Pupils are provided with feedback that focuses on the history objectives.** Pupils are given sufficient time to respond to feedback. Teachers are clear about what they are looking for in terms of quality learning related to that area of knowledge or the development of skills or concepts.

• **Creative approaches are used** to ensure history is not neglected and progress lost at those times when it is not formally taught in discrete lessons. Approaches used include themed enrichment days, history-themed assemblies, cross-curricular curriculum where history is interwoven through many subjects.

• **Pupils work as historians and have a strong understanding of what history is.** Pupils use enquiry to select what they will research and the approaches they will use, they are given the opportunity to interrogate pieces of evidence to reach conclusions and justify their reasoning. They have a good understanding of what it is to work as a historian through the use of the 'I am a historian because...' statements, statements which are progressive year on year supporting the acquisition of new skill.

• **Homework is utilised to enhance pupils learning in history** and to motivate them to research further. Homework projects are given where the children have the autonomy to decide how they will present their knowledge and understanding of the subject matter. These options have a strong cross-curricular emphasis and allow the pupils to choose how they would communicate their knowledge. Particularly popular projects are where pupils utilise the knowledge they have gained to produce models for example Viking longships or Stone Age houses.

STRUCTURE OF LESSSONS

How we structure the teaching of history has been informed by research, reading and CPD from The Historical Association. This, alongside our blueprint for learning, supports good practice in the delivery of our history curriculum.

Throughout a unit of learning all teachers will ensure that children will have the opportunity to:

1. Build on existing ideas, prior learning and preconceptions
2. Question and create enquiry
3. Explore and research
4. Draw conclusions and communicate ideas



Teachers will support children to retain and retrieve knowledge through; paying attention to cognitive load—carefully structuring tasks to limit the number of new information pupils need to process; revisiting knowledge

after a gap to help pupils retain it in their long-term memory; providing children with the opportunities to retrieve the knowledge that they have previously learnt and encouraging children to elaborate on what they have learnt.

Teachers will carefully select the vocabulary to teach first and focus on most-tricky words, using the pre-selected vocabulary (detailed on the vocabulary mats *appendix 1*). They will show the links between words and the historical subject matter and use activities to engage pupils with using historical language and helping them to understand it. Additionally, teachers will encourage children to see themselves as historians and use the working historically 'I am a historian because….' statements. *(see appendix 2 for statement specific year group terminology)*

Progression over time and in lessons is to be recognised as a pivotal element of our history offer and it is the teacher's responsibility to ensure that learning is progressive, where prior knowledge is recognised as a foundation in which to build upon. **Structuring a lesson and scaffolding learning in the correct way is key to success and progression,** *appendix 3* contains a suggested model.

History attainment and progress is assessed through formative assessment processes using a wide range of sources such as books, pupil voice, feedback. More information related can be found in our assessment policy. The assessment and recording systems are detailed and in line with the school Assessment Policy

ROLE OF THE SUBJECT LEADER

A good subject leader develops and maintains a high-quality curriculum for history, evaluates the quality of teaching and learning, identifying strengths and development points for both the subject and practitioners in school. Through their leadership, they assist pupils in learning the skills needed to work like a historian because their teachers are confident practitioners who deliver an enquiry-rich curriculum with access to appropriate resources.

They plan improvement that:

- builds their school's history curriculum, raises standards for children and leads colleagues to teach history better.

History Leaders:

- keep up to date with broad developments in history education, and consider how to share these with colleagues and pupils when appropriate;
- are aware of and take responsibility for, developments that affect school history policy;
- implement a whole-school vision for history, and advise and support colleagues on the pedagogy and appropriate resources to achieve it;
- ensure that they access continuing professional development (CPD) for the leadership of history and that colleagues access CPD to address their requirements too;
- monitor provision of history and pupils' progress, and contribute to the strategic development of learning in school.

CONCLUSION

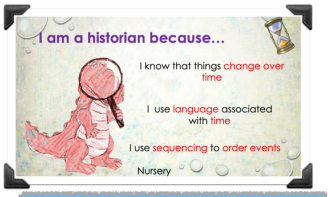
The teaching of history enables pupils to develop a context for their growing sense of identity and a chronological framework for their knowledge of significant events and people. What they learn through history can influence their decisions about personal choices, attitudes and values. The successful implementation of this policy will assist in ensuring our pupils are exposed to a quality history curriculum that strives to ignite and enthuse them for life long learning. Pupils will gain a better understanding of the world in which we live and how history influences it. Teachers will have a structure in which to teach the core content of the National Curriculum which will allow them to hopefully inspire our pupils to become historians of the future.

Policy written May 2022

Appendix 1

KEY VOCABULARY

NURSERY HISTORY VOCABULARY



PREHISTORIC CREATURES
prehistoric past
dinosaurs
fossil
creatures
same different

OURSELVES
parents
brother sister
grandparent
family

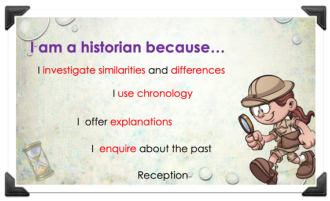
TRADITIONAL STORIES
traditional tale
fairy godmother
character

NIGHT & DAY
daytime night time
yesterday
order routine

RECEPTION HISTORY VOCABULARY

ARTISTS
historical
event
object
person

HABITAT
survive
living
extinct
shelter



INVESTIGATIONS
change sequence
chronological
investigate
discover

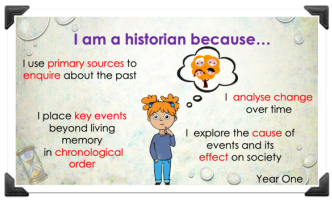
FANTASY
similar/similarity
different/difference
living memory
compare
family history

PEOPLE WHO HELP US
society
profession
role
the past
the present
lives
life-story

YEAR 1 HISTORY VOCABULARY

TOYS and other Aspects of Daily Life
modern artefact invention
timeline decade evolved
primary source lifetime
leisure

FAMILY (OURSELVES)
cousin aunt uncle
niece nephew
sibling
chronological sequence
great grandparent
family tree
living memory



GREAT FIRE OF LONDON (DISASTERS)
causation
architect
significant
beyond living memory
interpretation
drought

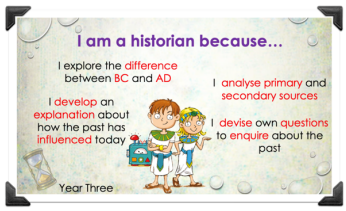


THE PLAGUE (TRAGEDIES)
century
connections
reason symptom
evidence impact
preventative
plague pandemic disease
cure infected
buboes

YEAR 2 HISTORY VOCABULARY

KINGS AND QUEENS
monarchy reign
colony
succession coronation
continuity
British Empire
royalty
nation national
international

COTTON MILLS (L.S.LOWRY)
factory expansion
labour manufacture trade
revolution industrial
consequence



YEAR 3 HISTORY VOCABULARY

STONE AGE
archaeology flint knapping deforestation
AD (Anno Domini) BC (before christ)
CE (common era) BCE (before the common era)
secondary source / evidence
nomad hunter-gatherer settlement
temporary permanent tribal kingdom
Palaeolithic Mesolithic Neolithic
Stone Age Bronze Age Iron Age

ANCIENT EGYPT
pharaoh
mummification
hieroglyphics
papyrus
civilisation
irrigation
shadow
pyramid
after-life
ancient
sphinx
barter
scarab

ROMANS
(RUTHLESS ROMANS)
empire republic parliament emperor
rebellion invasion conquest resistance
settlement romanisation
influence impact pagan
coliseum amphitheatre



YEAR 4 HISTORY VOCABULARY

ANGLO-SAXONS
(SMASHING SAXONS)
territory
migration
dark ages
conversion
interpretation
heresy
medieval
kingdoms



INVENTIONS (GALACTIC GIANTS)
orbit
invention
progression
exploration
innovation
space race
engineer

VIKINGS (VICIOUS VIKINGS)
hoard prosper
navigate conquest pillage
Danelaw Danegeld
resistance destruction
cause and effect
settlement barbarian
infer conclude

YEAR 5 HISTORY VOCABULARY

WW1 (HEROES)
triple alliance triple entente
legacy armistice
allied powers evacuation
artillery mobilise
propaganda
rationing pacifist



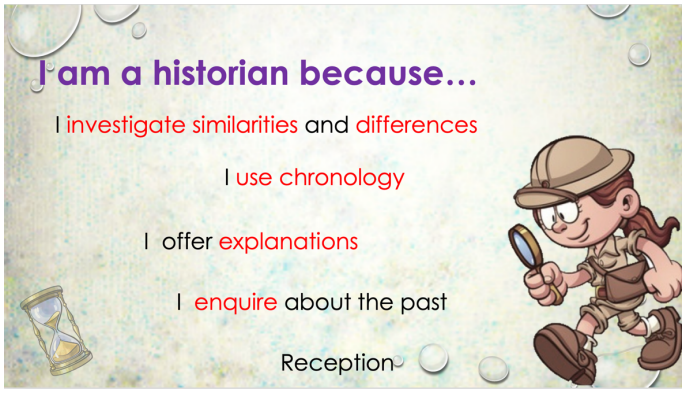
YEAR 6 HISTORY VOCABULARY

ANCIENT GREECE (GROOVY GREECE)
republic
government
democracy
philosophy
oligarchy
Hellenistic
archaic
classical
civilisation legacy

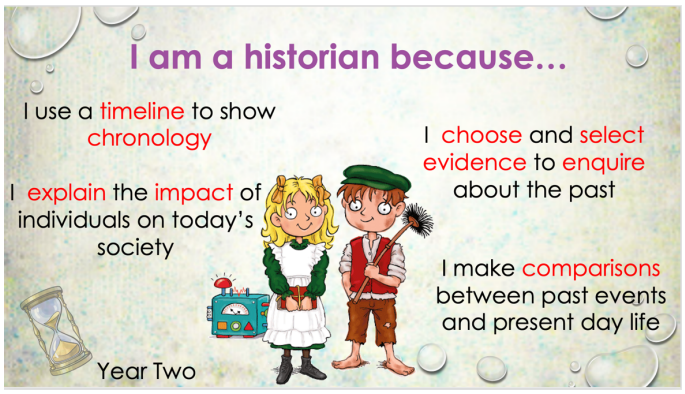
Appendix 2

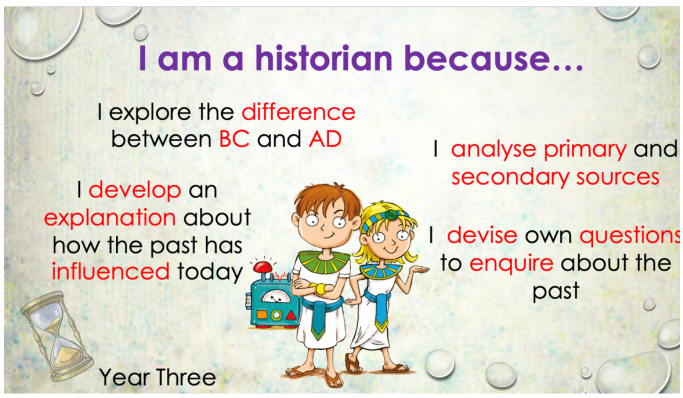
Working historically skills

















Appendix 3

Suggested lesson structure

- When starting a new history topic, an overarching enquiry question should be shared with the children. The enquiry question should be open and engaging enough to captivate the children's interests. It will be this question which will be referred to throughout the overarching topic. While this main enquiry question doesn't need to be the focus of each lesson, it should be referred to in lessons when appropriate. At the end of a topic, it will be revisited and children will be given the opportunity to discuss and debate it.
- To open a history lesson, the learning objective and steps to success should be shared with the children. It is important for children of all ages to know that they are now in a history lesson and what history means. Once this is done, open-ended questions should be used in order to get children to make links to their previous learning. This may be prior learning within the topic they are currently focusing on or from previous year groups. Links could even be made to future learning depending on the lesson. These links are vital as we require children to gain historical perspective by placing their growing knowledge into different contexts and make connections between short and long-term timescales.
- A recap of the chronology of the topic children are focusing on is required and how this also links to previous time periods they have studied. Adults should be discussing any overlaps in time periods so children can build up a strong mental timeline. This should be done in a way to suit the children's age and ability. Depending on the lesson and the children, this could be done visually and/or practically.
- At this stage in the lesson, a sub-enquiry question can be asked, which links to the lesson's learning objective. Not each lesson would require a sub-enquiry question as this is dependent on the nature of the lesson.
- Teacher input around the learning objective would be included at this stage in the lesson. Here the teachers have the freedom to disseminate the appropriate information as they see fit. Lessons should be engaging, practical and memorable so children can retain the information shared. Adults should be using any previously introduced vocabulary where appropriate so children are having this modelled to them repeatedly.
- Any new vocabulary, which links to the lesson, should be explicitly taught and modelled in context in order for children to be confident on the word's meaning and use. Children should be using the new vocabulary in the lesson.
- The children's independent task should be explained and modelled or a WAGOLL shared with the class if appropriate. The tasks should be differentiated where possible and care should be taken on how to present the children's learning as it should be engaging and memorable.