**History Policy**

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**The Intent**

Rationale **(The value of History within our curriculum):***Engaging children and young people in investigating questions about people and events in the past helps them to better understand their lives today, the contested nature of knowledge and prepares them for the future as more informed citizens.*Independent Review of the Primary Curriculum 2009 Final Report

Engaging pupils with a relevant, exciting and challenging History curriculum which inspires curiosity and is appropriate for preparing them for an adult life in the 21st century is essential since it:

* Helps the learner to understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as the challenges of their time;
* Develops skills of critical thinking which means making reasoned judgements that are logical and well thought out and not merely accepting arguments and conclusions as they are presented but having a healthy, discerning and questioning attitude about new information;
* Supports the learner to appreciate that all knowledge is socially constructed and its objectivity and reliability is therefore open to challenge and question through asking perceptive questions, weighing evidence, sifting arguments and developing perspective and judgement;
* Builds a sense of identity and belonging on a personal, cultural, national and global level as learners come to appreciate the diversity of human experience and consequently understand more about themselves and as members of society;
* Enables the learner to understand core concepts and most notably cause and consequence, similarity and difference, continuity and change, change and progress/regression, significance, evidence, chronology, empathy, context, diversity, perspective, interconnectivity and validity which have broad relevance and significance in the modern world;

**EXCELLENCE STATEMENTS** In order for children to become young historians they will:

**In Early Years Foundation Stage (EYFS):**

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

**EYFS and Key Stage 1:**

* Use everyday language related to time;
* Order and sequence events;
* Describe main story settings, events and principal characters;
* Talk about past and present events in their own lives and in the lives of family members;
* Develop an awareness of the past;
* Use common words and phrases relating to the passing of time;
* Fit the people and events they have studied into a simple chronological timeline;
* Use basic subject vocabulary in their oral and written narratives;
* Ask and answer questions and understand some of the ways in which historians find out about the past;
* Use simple sources of evidence to identify and describe relevant historical information and know that information can be retrieved from written sources such as books and also from visual sources like paintings and photographs as well as computers;
* Record their growing knowledge of the subject and communicate this in appropriate ways;
* Question why things happen and offer reasons;
* Be aware of similarities and differences between themselves and others, and among families, communities and traditions;
* Recognise and describe special times or events for family and friends;
* Identify similarities and differences between ways of life at different times;
* Identify, describe and offer basic reasons for why people did things in the past and what happened as a result;
* Make simple observations about different types of people, events and beliefs in the past;
* Construct simple historical accounts relating to people and events they have studied

**Key Stage 2**

* Continue to develop a sense of chronology and a secure knowledge of history;
* Identify connections, contrasts and historical trends over time in relation to the people and events that they investigate;
* Use an increasingly sophisticated and specialised subject vocabulary and use of historical terms;
* Begin to suggest and devise their own lines of historical investigation in addition to pursuing lines of enquiry which have been planned for them;
* Understand how knowledge of the past is constructed from a range of sources and that such sources may not be entirely objective or trustworthy;
* Select and organise information from historical sources;
* Understand that different versions of the past may exist and provide explanations for why this may be the case;
* Describe and make links between events within and across different historical periods;
* Explain why some people and events in the past may be considered more historically significant than others.
* **In Years 3 and 4** we focus on pupils being able to master the skill of distinguishing between providing basic reasons for historical events and changes they have studied and demonstrating understanding through reaching explanations by synthesising evidence from an increasingly wide range of historical sources. At the same time we expect greater alacrity

in language from our pupils and we plan accordingly for the use of more specialised subject vocabulary and terms. In particular we aim to achieve the following subject outcomes in History

* **At Upper Key Stage 2,** our **expectations** in History are that pupils w**ill more regularly and consistently apply information** that they have learned from one context to another, **make links** and **identify patterns** in their **historical learning** and to **recognise and understand** the **contested nature** of **historical evidence**. We **challenge them to reach conclusions** and **make judgements** about historical events and changes and to **evaluate and critique evidence** and to **generate questions of their own**. In particular, our aim is to achieve the following outcomes in Years 5 and 6, which are reflected in the relevant **Performance Descriptors and the assessment progression document**

**Implementation**

**Organisation and planning**Early Years Foundation Stage (EYFS)

Within the EYFS, **History is integral** to the Early Learning Goal of ***Understanding the World***where pupils are encouraged and supported to “talk about past and present events in their own lives and in the lives of family members”. In addition, pupils “learn about similarities and differences” in relation to “objects” and “talk about changes” they observe. Within the EYFS, an awareness of the concepts, vocabulary and key terms of History is encouraged **through planned purposeful play** and through a **mix of adult led** and **child initiated activity.**

Years 1 – 6  
**In Key Stage 1 and 2**, each year group undertakes **enquiries** in History and these are outlined in the History Curriculum Map. Each of these enquiries is informed by a detailed planning which has an **overall key question for each area of study**. **This then guides ancillary/sub questions** within each session taught. The purpose of the **overall key questions** is to provide the pupils with an even bigger **aim and outcome** – a **greater purpose** for their study. The ancillary/sub questions provide a clearer focus. **Planning and teaching requires hooks** which aim to **engage** the children in their History learning even more. Regular use of **History through Drama** will also enhance the teaching and learning in History. At the **end of the area of study**, **or as mini ‘exit points’** learning can be **presented/showcased** in a variety of ways e.g. presentations, drama, posters. **Extended pieces of writing are expected each half term.** These can be used to **showcase the children’s learning** at any point of their area of study. It is **also important to link the areas of study with the local area** as much as possible. This ensures that the children’s History learning is relevant, purposeful and exciting.

To support planning and resourcing, teachers are provided with progressive subject outcomes, learning objective guidance, schemes of work, resources, key skill documents and subject specific vocabulary and the assessment progression document.

**Whole School Planning**

Below are the expectations for planning, teaching and delivering History learning:

* Adapt the supportive schemes of work
* Overall key question to refer back to at the end of the area of study (overall enquiry based planning)
* Knowledge Harvest and Exit points (can have mini exit points)
* Ancillary/sub-questions in each session
* Regular reviewing of previous knowledge, skills and understanding, including subject specific vocabulary
* Links to local history
* Y1, Y4, Y6 – greater emphasis on local area
* Historical interpretation vs/and original sources – teaching children to be positively sceptic about sources – contrast and inference frames
* Range of sources to analyse
* Use the assessment criteria to ensure progression
* Use subject specific vocabulary document
* Progression documents of skills
* Opportunities for History through Drama
* At least one extended piece per area of study
* Progression of timelines – each year group to have a timeline in books – adding each area of study as they move to next year group. Year 6 will have a timeline showing all areas of study on.
* Showcase learning of area of study in an interesting way at the end – gives further purpose and meaning to studying the area

**Curriculum Design - Learning and teaching through enquiry**In History, **learning is facilitated through** pupils pursuing **a key question led enquiry approach**, which **encourages** them to **take increasing responsibility** for their learning, **think independently** and **achieve challenging** **subject outcomes**. At our school, therefore **we seek to encourage pupils** to **learn their History through big question led enquiries** about significant events, people and changes which allows them **sufficient scope and time to really engage** i**n** high order subject skills such as **developing explanations** (even though there are very often no ‘right’ answers to questions in History), **reaching conclusions,** **making judgements**, **evaluating,** **applying information** learned in one context to another and **generating their own ideas** **and questions** **to investigate through hypothesising**. Whilst knowing more subject information as the pupils progress through the school is important, we are **careful in our planning** to ensure that there is **always a balance** between **new content** and the **development of important subject skills** and the ability of children to **think critically** about what they are learning and why. We are very **careful** to be selective about the **subject content** we use to ensure that a **balance is achieved** between **knowing more** content and the **development of key subject skills and outcomes.**

Rather than attempting to teach historical periods, societies, events or significant individuals in the past in their entirety, **we ask insightful questions about them**, which in turn supports pupils to delve deeply into aspects of historical topics. Our historical enquiries are planned to enable pupils to construct knowledge, master subject concepts and generate questions of their own through the application of a range of critical thinking skills. **This approach is summarised** in the following flow diagram:

*Applying skills and processes to finding, organising, selecting, analysing, critiquing and interpreting primary and secondary sources of evidence*

*Pursuing a line of enquiry to answer a relevant and engaging question*

*Constructing and communicating new knowledge and understanding*

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*Mastering key concepts, generalisations and abstract ideas*

*Achieving progressively more challenging subject outcomes*

*Generating further questions to investigate*

**Impact:**

The impact of this policy on outcomes for children is measured against our Excellence Statements for History.

The History subject leader monitors the impact of this policy through:

-       Book scrutiny

-       Pupil interview / survey

-       Data analysis

-       Teacher interview / survey

Leadership team monitoring is also fed to the History lead.