

**Ingleton Church of England  
Primary School**

**History Policy**



**Head Teacher: Mrs Karen Whitaker**

**Subject Co-ordinator: Miss Smith**

March 2023

## **Vision Statement**

Through our Christian values, we ensure that every child shines in their own unique way. As a family, we welcome all into our safe, learning environment where we respect and celebrate each other's achievements. We want all our children to be confident, independent, resilient learners, with a sense of belonging, a feeling of being loved and ready to make their mark on the world.

"Let your light shine before others, that they may see your good deeds and glorify your Father in heaven." Matthew: 5:16

## **Introduction**

At Ingleton C of E Primary School we are committed to providing pupils with a high-quality history education which will help them gain a coherent knowledge and understanding of Britain's past and that of the wider world. Our pupils are able to develop their enthusiasm and curiosity to know more about the past, through the units covered and are supported in using their knowledge and skills to delve deeper into their learning and understanding. Through history lessons pupils will gain an understanding of 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. Pupils are encouraged to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. All of our teaching supports pupils in continually learning, revisiting and embedding to ensure progressive learning for all.

## **Aims in line with National Curriculum**

- 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.
- 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 and follies of mankind.
- To gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.
- To 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.
- To 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.
- To 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.

## **Intent, Implementation and Impact**

### **Intent**

At Ingleton C of E Primary School our History intent is that our teaching of History will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. We aim for it to inspire pupils' curiosity through an investigative and enquiry based approach. We aim for children to celebrate the uniqueness and heritage of our local area.

We want our pupils to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement and build their own interpretation. Through the teaching of History, we endeavour to teach 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.

### **Implementation**

A two-year cycle of topics is planned as an overview of teaching and learning in KS1 including the themes 'Local Area', 'Significant Individuals' and 'Significant Events'. A four-year cycle thematic plan is implemented in KS2 with the themes 'Migration', 'The Emergence of Civilisation' and 'The Development of Technology'.

Through a sequence of thoughtfully planned lessons we will teach:

#### **Substantive Knowledge:**

- Names
- Dates
- Chronology
- Places
- Events
- Concepts

#### **Procedural knowledge:**

- causation and consequence
- historical evidence
- change and continuity
- significance
- historical enquiry

In addition, children will have:

- Appropriate curriculum themed home learning tasks which children complete with adults at home.
- A range of historical experiences across the whole school (e.g. out of school visits to historical parts of the UK; Durham Learning Resource boxes to analyse ancient artefacts; visitors; work based around significant days such as Remembrance Day; activities used in the retelling of historical events; use of computing to support learning)

## **Impact**

Our History Curriculum is high quality, well thought out and is planned to demonstrate progression. If children are keeping up with the curriculum, they are deemed to be making good or better progress.

In addition, we measure the impact of our curriculum through the following methods:

- Formative and summative assessments against key questions and expected outcomes
- Pupil discussions about their learning
- The Head Teacher and Subject Leader monitor History, reviewing learning and provide constructive feedback to help progress learning. Staff CPD is identified and booked accordingly.
- Regular monitoring as a staff throughout the year to evaluate the impact of the curriculum.

Verbal feedback is provided within lessons and children's work is acknowledged and marked with misconceptions addressed verbally. Key spellings are picked up and this is managed carefully according to the child's needs. Formative assessments are made against key questions and these assessments inform planning, support end of unit summative assessments and end of year reports.

## **Legal framework**

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- DfE (2013) 'National curriculum in England: history programmes of study'
- DfE (2015) 'The national curriculum in England: Key stages 1 and 2 framework document'

This policy operates in conjunction with the following school policies:

- Primary Curriculum Intent Statement

## **Roles and responsibilities**

The academy council is responsible for:

- Approving this policy.
- Liaising with the headteacher, history coordinator and teachers with regards to pupil progress and attainment in history education.
- Ensuring the history curriculum is inclusive and accessible to all.

The headteacher is responsible for:

- Ensuring the history curriculum is implemented consistently throughout the school and ensuring any difficulties are addressed and mitigated as soon as possible.
- Receiving reports on the progress and attainment of pupils and reporting these results to the academy council.
- Making any necessary adjustments to the history curriculum where required.
- Keeping up-to-date with any relevant statutory updates and taking action where required.

- Updating and maintaining this policy.

The history coordinator will be responsible for:

- Developing, resourcing and reviewing this policy.
- Planning, instigating and monitoring history teaching programmes.
- Liaising with colleagues, including the SENCO, to differentiate teaching programmes in accordance with the needs of individual pupils.
- Keeping staff informed of visits and courses.
- Facilitating the assessment of pupils' work.
- Keeping up-to-date with current affairs and best practice regarding history.
- Providing guidance, including INSET training to history staff, as part of their ongoing professional development.
- Undertaking the performance reviews of history staff and updating the headteacher.

Staff teaching history will be responsible for:

- Contributing to the development of this policy and teaching programmes, with the history coordinator.
- Developing schemes of work and lesson plans in line with this policy and the objectives of the history curriculum.
- Delivering the history curriculum, including coordinating activities and resources within their specific areas.
- Assessing and recording pupils' progress and keeping the history coordinator apprised of this.
- Providing feedback to parents on pupils' progress at parents' evenings and other meetings.
- Attending and contributing to any INSET days organised by the history coordinator.
- Keeping apprised on current affairs and best practice on their history curriculum, and applying this to their schemes of work.

## **Teaching**

The history coordinator will be responsible for overseeing the planning, resourcing and monitoring of the school's history programme.

The subject matter covered in history reflects the requirements of the national curriculum.

Special focus will be paid to the teaching of the skills inherent in the entire history curriculum taught at the school. These skills include:

- Making accurate observations.
- Asking and answering questions.
- Analysing and interpreting evidence, and drawing conclusions.

The history programme will be delivered by all history staff in a range of teaching and learning situations, with respect to the needs of individual pupils.

## **Curriculum**

The aims of the history curriculum are to ensure pupils:

- Know and understand the history of the UK, and how it shaped the world, as a coherent, chronological narrative, from the earliest times to the present day.
- Know and understand significant aspects of the history of the wider world, such as ancient civilisations; empires and past non-European societies and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation' and 'parliament'.
- Understand historical concepts, such as continuity and change, cause and consequence, similarity, difference and significance, and use these to analyse.
- Understand the methods of historical enquiry such as using evidence to support arguments.
- Gain a historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history.

## **Early Years**

History in Early Years focuses on children looking at past and present events in their own lives and understanding similarities and differences to those they are familiar with. These aspects link with the specific area of learning, Understanding the World, People and Communities strand. Throughout Nursery and Reception children will begin to build foundations of understanding history through their communication and language skills, asking questions, recalling, retelling and using language and vocabulary related to time. They will also build relationships and show understanding and empathy when discussing similarities and differences. Early maths skills also link to their understanding when counting, sequencing, classifying, grouping, ordering and creating patterns. We believe it is vital that before children are able to understand other people and events they need a good understanding of their own lives, routines and experiences, and are able to engage and interact with others.

## **KS1**

Pupils will be taught about:

### **Changes within living memory and changes in national life:**

- Toys & Games (Is an X Box better than Grandma / Grandpa's toys?)

### **Events beyond living memory that are nationally or globally significant**

- The Great Fire of London
- Fantastic Firsts (Moon Landing, First Steam Train etc)

### **The lives of significant individuals in the past who have contributed to national and international achievements, used to compare aspects of life in different periods:**

- History Makers Significant Individuals (e.g. Queen Elizabeth II, Rosa Parks, Mary Seacole, Florence Nightingale, Sarah Forbes Bonetta, George Stephenson and/or Christopher Columbus etc)

### **Significant historical events, people and places in their own locality**

- Local Area Study (Auckland Castle)
- My Local Area (The school and its community.)

## **KS2**

Pupils will be taught about:

### **Migration**

- Romans in Britain
- Anglo Saxons and Viking invasion and settlement
- The many faces of Pocahontas/Migration to the New World
- 20th century migration

### **The emergence of Civilisation**

- Ancient Greece
- Ancient Egypt
- Mayans
- Ancient Islamic Civilisations

### **The development of technology**

- Stone Age to Iron Age
- Industrial Revolution
- Local Area Study: Mining industry/ Railways/social impact
- 20th century innovations

### **Cross-curricular links**

Where possible, the history curriculum will provide opportunities to establish links with other curriculum areas. This includes:

#### **Geography**

- Pupils' geographical knowledge is strengthened through their understanding of other countries' history and the natural and cultural aspects that shaped them.

#### **RE**

- Pupils' understanding of the history of religions and belief systems is developed, and how they have shaped the values underpinning modern cultures.

#### **English**

- Texts chosen to consolidate pupils' knowledge.

### **Assessment**

Assessment in history will be undertaken as part of a broader evaluation of pupil progress measured against specified assessment criteria.

The history coordinator will ensure that assessment:

- Is embedded as an essential part of teaching and learning.
- Involves sharing learning objectives and success criteria with pupils.
- Aims to help pupils to know and recognise the standards they are aiming for.

- Provides subject-specific feedback which leads pupils to recognising their next steps and how to take them.

### **Equal opportunities**

All pupils will be given equal access to the entire history curriculum, including educational visits.

Where required, pupils with SEND will be provided with additional support in order to fully engage with the history curriculum.

Lessons will be adapted to meet all pupils' needs where appropriate, including being considerate of any pupil's protected characteristics, and alternative arrangements involving extra support will be provided where necessary.

### **Monitoring and review**

The history coordinator monitors regularly through lesson observations, sampling pupils' work, teacher planning and pupil voice.

This policy will be reviewed to ensure that it complies with the latest legislation, guidance and best practice. The next scheduled review date of this policy is March 2023.