

History Policy

Purpose

The purpose of this policy is to describe our practice in History and the principles upon which this is based.

Aims

This policy is set out to ensure consistency in the teaching and learning within History across the school in order to ensure pupils have opportunities to learn about Britain's past and that of the wider world. We aim to inspire children to be curious about the past, to ask questions and form opinions. We aim to excite and interest children by bringing History to life through school trips, exploring real life artefacts and visits from experts. By teaching pupils about other civilisations and cultures we aim for them to have a cultural understanding and learn how to value other people's cultures in a modern multicultural Britain. The skill of chronology is built upon throughout the curriculum and embedded through school.

We aim to:

- To enable children to understand the History of Britain, from the earliest times to present day. How Britain has been influenced by significant individuals and how Britain has influenced and been influenced by the wider world.
- To ensure children have a secure chronological knowledge throughout the History curriculum.
- To explore History of the wider world including the earliest civilisations and how our civilisation has changed/developed over time, to discover the expansion and dissolution of empires and the impact of different settlements in Britain and the wider world.
- To develop our knowledge of the British monarchy past and present. How significant monarchs have shaped the country we live in today.
- To explore different methods of historical enquiry, including exploring sources of evidence first hand and how these have been used to learn about the past. To be able to recognise that sources of evidence provide us with different opinions and arguments.
- To understand the concepts of 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
- To gain an understanding of the local History of school and how the local area has changed over time including employment, physical features, significant individuals and religion.

This policy also articulates how Spiritual, Moral, Social and Cultural aspects are developed and supports Fundamental British Values.

The intent, implementation and impact of the History curriculum

Intent

Our aim at Upperwood Academy is to encourage children to develop an appreciation and understanding of the past. Upperwood Academy's History curriculum progressively covers skills and concepts required by the National Curriculum. We intend to develop historical skills that are transferable to any period in time that they are studying e.g. chronological understanding, knowledge and understanding of events, people and changes in the past and historical enquiry.

Children at Upperwood Academy will be taught chronological skills throughout school. They will use the whole school timeline to plot the period in History they are studying and discuss other periods in History that they have previously learnt. Children will create timelines for the period in History they are studying, creating more complex timelines and developing their skills as they move through school.

Our historians will also have the opportunity to evaluate a range of primary and secondary sources of evidence by handling real/replica artefacts. They will understand that sources of evidence can tell us about how people in the past used to live and how interpretations to evidence may differ. Children will be encouraged to ask questions about periods of History and use their skills to discover answers to their questions. Children will be encouraged to work collaboratively to find the answers to questions and share their findings. Children will also learn that it isn't always easy to find the answers to their questions and sometimes it will require looking at various sources of evidence to come to a conclusion.

At Upperwood Academy we have designed a bespoke curriculum following a two year cycle. This ensures that children build on their prior knowledge and leave Upperwood Academy with a wide range of historical understanding. Children will be able to make links with their geography by learning about the capital city London before they learn about the Great Fire of London and the Gunpowder Plot.

Local History

Upperwood Academy is situated in an old mining community steeped in History. At Upperwood we feel that it is important to take the time to know about the History of our own children and their local community. We begin with a study about family History and familiar situations in the past in EYFS. In KS1 children learn about the History of Darfield All Saints Church and the Maurice Dobson museum. This is then built upon in LKS2 where children learn about schools in Darfield in the past, employment in Darfield in the past, a significant individual who lived in Darfield in the past and travel in the past. In cycle B children in LKS2 learn about coal mining in Barnsley and Darfield.

Our local History learning has been planned with support and research from the Darfield History Society. We also work with Darfield All Saints Church to support our learning and bring local History to life. We have the opportunity to visit the Maurice Dobson Museum which is bursting with artefacts, accounts and experts who can support children with their historical enquires about the local area.

British History

Children will leave Upperwood Academy with an understanding of how significant people and events in the past have influenced their lives today. Children will learn about the monarchy past and present and compare this and make links with other time periods. Children will learn about

how World War II affected children in LKS2. This is then built upon in UPKS2 where children learn about Winston Churchill and Anne Frank.

Children in LKS2 will also learn about early settlements in Britain including the Anglo-Saxons and Vikings. Children in UPKS2 learn about the earliest time in British History with the least amount of evidence; Stone Age.

World History

Ancient History is studied in KS2. The children begin by studying the Roman Empire in LKS2.

UPKS2 learn about some of the earliest civilisations like Ancient Greece, Ancient Egyptians and Mayans. We have planned a bespoke curriculum to focus on the achievements of these civilisations and how they have affected our lives today.

Key concepts

At Upperwood Academy we have 7 key concepts that drive our History curriculum. By the end of KS2 children will know and understand these key concepts and how they apply to different areas of History that they have learnt.

Implement

History is taught every term in blocks so that children achieve depth in their learning and can make connections with Geography knowledge and other areas of the curriculum. Teachers are provided with bespoke medium term plans which detail questions, key vocabulary and core knowledge to be taught.

All learning will begin with flashback questions these will revisit prior knowledge learnt in previous lessons. The promotion of a language rich History curriculum is essential to the successful acquisition of knowledge and understanding. The promotion and use of an accurate and rich vocabulary throughout school is planned for within History. Vocabulary is identified through knowledge organisers and taught explicitly in History lessons. Our Knowledge Organisers identify the core knowledge, language and meanings to understand History and to use these skills across the curriculum.

Areas of provision in EYFS develop understanding of the past and present. Historical aspects of the children's work are related to the objectives set out in Development Matters. History is taught within the area of 'Understanding the World'. Children will also

Chronology has been carefully considered when planning our curriculum, we have decided not to teach History chronologically through school but to build upon learning in other areas of the curriculum to ensure meaningful links are made particularly in Geography. Our whole school timeline allows us to revisit chronology within every History unit of work.

Children will have the opportunity to expand their historical knowledge through trips, visitors and handling real life artefacts. The local area is also fully utilised to support our local History topics with visits to the local church and museum in KS1 and LKS2.

The Impact

Our History is planned to demonstrate progression. If pupils are keeping up with the curriculum, they are deemed to be making progress.

The impact of our History curriculum is constantly monitored both through formative and summative assessment opportunities. Each History lesson starts with flashback questions to give children the opportunity to recall prior knowledge. Children's learning is also measured by assessing children on their core knowledge (highlighted in medium term planning) through questioning and a range of activities.

After the implementation of Upperwood's History curriculum, pupils should leave primary school equipped with a range of Historical knowledge, enquiry skills and the confidence and curiosity to continue to build on their historical knowledge and understanding in KS3 and beyond.

The expected impact of Upperwood's History curriculum is that:

- Children will know more, remember more and understand more about History.
- The majority of children will achieve the expected standard in History.
- Children will understand and use the key skills of chronological understanding,
- Knowledge and understanding of events in the past, Historical interpretation, Historical enquiry and organisation and communication.
- As historians' children will learn lessons from History to influence the decisions they make in their lives in the future.

We measure the impact of our curriculum through the following methods:

- Key assessment questions are identified in each unit of work for pupils to demonstrate their knowledge and understanding;
- A reflection on standards achieved against the planned outcomes are recorded on our assessment tool (Eazmag);
- Monitoring the quality of work in workbooks;
- Pupil voice discussions about their learning.

Section 2: Procedures and Practice

Roles and Responsibilities

The History leader is responsible for providing an overview of the subject across the school to inform staff planning and to offer advice in the ways in which the curriculum can be delivered in an effective and engaging way, guided and supported by a progressive scheme of learning.

They should have an up-to-date knowledge of the subject requirements and ensure that these are met across the school, as well as having an overview of assessment. They are responsible for

ensuring that an overview of the subject is available on the school website. The History leader also has a sound knowledge of the resources, which are available within school, and ensures that resources are replenished and updated as necessary. The History leader is responsible for the planning and implementation of any subject specific events and visits, which are ran in the school. They are responsible for the monitoring of their subject, making informed decisions about the implementation of the subject to inform future actions. They are responsible for knowing how well pupils achieve in History. Individual teachers are responsible for the day to day planning, delivery and assessment of the History.

How SMSC and British Values are integrated in the History curriculum

Pupils' spiritual, moral, social and cultural education is considered a whole school issue. Spiritual, moral, social and cultural development is promoted not only through all the subjects of the curriculum but also through the ethos of the school, the development of positive attitudes and values and planned time for reflection. This policy supports and reinforces the aims of Upperwood Academy, valuing all pupils and staff equally and as individuals. At Upperwood, History contributes to pupils' SMSC development through:

Spiritual Education

The study of History involves a sense of curiosity and the mystery of how and why events in the past happened. It also raises questions as to what could have happened if events had had different outcomes. Artefacts are used to give pupils a sense of the past and aid pupils in understanding the people who produced and used these objects. Pupils are encouraged to explore the role played by important individuals, for good or ill, in the shaping of the world we live in. Pupils also reflect upon different interpretations of the past and how these interpretations have been arrived at.

Moral Education

The study of History involves encouraging pupils to comment on and consider moral dilemmas from the past. Children will have the opportunity to consider past events and decide if behaviour in the past would be considered right or wrong today. Children will explore why certain decisions were made and what would happen if different choices or viewpoints had been taken and how this would affect their lives today. Questioning how historical events give us the opportunity to learn from mistakes and think about how we wouldn't want to behave to one another. Our History curriculum also helps children to empathise with the decisions which ordinary people made at the time, based on their historical situation. They will develop open mindedness when considering the actions and decisions of people from the past.

Social Education

The study of History 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 class is one of our key concepts in History. Children will explore how social class affected the way in which people were treated.

Cultural Education

The study of History will allow children to have a better understanding of multi-cultural societies. We promote cultural development by exploring local History including significant individuals like Canon Sorby and Maurice Dobson. Children will explore links between local, British and World History and gain an understanding of people from different cultures and backgrounds. By studying ancient civilisations children will examine how other cultures have had a major impact on the development of British culture.

Promoting British Values through History

Democracy

In History, we ensure that we are aware of and consider the views and values of others, particularly when working collaboratively. Students explore issues such as democracy in their historical context and relate them to the modern day through studying periods such as Ancient Greece and the Roman Empire. This enables the students to understand how, overtime, changes happened and to evaluate their impact. By studying World War Two children will learn how it was a war to preserve the fundamental freedoms that defined life in a free, democratic society.

Individual Liberty

Through History, pupils will be encouraged to make choices and respect the choices of other pupils. Children will also have the opportunity to discuss the choices of individuals in the past and how these choices have had an impact on us today. History lessons will encourage children to share their choices taking responsibility and demonstrating the importance of those choices.

Rule of Law

We understand the school rules and guidelines and recognise their importance in keeping ourselves and our peers safe. During projects and activities, we handle artefacts carefully making sure we are following class rules. We know and understand the consequences of not following these rules.

Mutual Respect and Tolerance of Different Faiths and Beliefs

Through the teaching of History pupils will demonstrate the mutual respect and tolerance of different faiths and beliefs. This will be evident through the regular group work and class discussions. Pupils will demonstrate respectful behaviour towards other pupils, staff and the environment. Pupils will show tolerance within their behaviour towards each other. History allows children the opportunity to explore and understand other faiths and beliefs from the past e.g. Ancient Egyptians, Ancient Greeks and Romans.

SEND in History

At Upperwood, we have pupils with Special Educational Needs and/ or disabilities. Pupils may have needs that affect their learning and cognition, their communication and interaction, their social, emotional and mental health and their physical and sensory development. They may also be vulnerable in other ways. School identifies our SEND pupils and they are supported through a

School Support Plan with targets which may be subject specific or will be across the wider curriculum. By understanding the needs of our pupils we can plan their learning accordingly. We build upon the strengths and interests of our pupils, whilst making reasonable adjustments, adapting resources and differentiation of activities to enable their development of skills and knowledge.

Children must be given every opportunity to reach their full potential in History.

At Upperwood Academy, we support our pupils through 1st quality teaching with due regard to the principles listed below. (EEF).

Section 3: Aspects

Planning

At Upperwood Academy we have a bespoke History curriculum. Medium term plans have been created by the subject leader following the national curriculum and working alongside the local history society. Teachers are provided with learning objectives, key questions, vocabulary and core knowledge to be taught in each lesson. Teachers are provided with the opportunity to work collaboratively to plan lessons and share ideas.

Teachers will plan for opportunities for children to investigate the past through a range of activities. These will include historical enquiry, chronological understanding and knowledge and understanding of events, people and changes in the past.

Teaching

A variety of teaching and learning styles are used in History lessons in order to develop children's knowledge, skills and understanding. Children are given the opportunity to work practically and to experience History first hand, including hands on experiences with artefacts. They are given the opportunity to ask questions about sources of evidence, events and significant individuals. Through teacher modelling and child talk they begin to use and understand simple Historical vocabulary. Teachers will ensure that children's subject knowledge is developed and deepened as a part of History lessons. They take part in discussions, and have the opportunity to present their work to the rest of the class.

We recognise that there are children of differing abilities and learning styles in all classes, and we aim to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. This is achieved through a variety of ways, such as setting open ended tasks, differentiating the tasks according to ability and using adults to support individuals or groups of children.

Organisation

History is taught in the Foundation Stage as an integral part of topic work. Historical aspects of the children's work are related to the objectives set out in Development Matters. History is taught within the area of 'Understanding the World'. Activities inspire the pupils to investigate and make observations about the world around them and to help them raise their own questions such as "Why...?", "How...?" and "What happens if...?".

In Key Stage One and Two History will be taught in alternate half terms by all classes as part of the weekly timetable. Children will be taught in mixed ability groups. Activities will develop the enquiry skills, chronological knowledge and people and events. Lessons make effective links with other curriculum areas and subjects, especially Literacy, Mathematics, and Computing. Pupils have frequent opportunities to develop their skills in, and take responsibility for, planning investigative work, selecting relevant sources of evidence, making decisions about sources of information, carrying out activities safely and deciding on the best form of communicating their findings.

Assessment

All lessons have clear learning objectives, which are shared and reviewed with the pupils effectively. A variety of strategies, including questioning, discussion and marking, are used to assess progress. The subject of History will be an on-going assessment of the children's skills, knowledge and understanding. Teacher assessment is used half termly to record whether children are working at the expected standard.

Monitoring

The History subject co-ordinator is responsible for monitoring the standards of children's work and the quality of teaching. The co-ordinator supports colleagues in the teaching of History by addressing CPD needs and by giving them information about current developments in the subject, and by providing a strategic lead and direction for the subject in the school. The subject co-ordinator is also responsible for reviewing developments for History identified on the Improvement Plan, evaluating strengths and weaknesses in the subject, and indicating areas for further improvement.

The policy is to be reviewed annually.