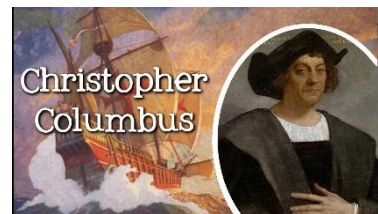


***Our Mission: To improve the communities we serve for the better***

***Vision:***

*Challenging educational orthodoxies so that every child makes good progress in core subjects;  
all teachers are committed to personal improvement and fulfil their responsibilities;  
all children receive a broad and balanced curriculum;  
all academies strive to be outstanding.*

# History Policy





## **Curricular Intent**

The History curriculum within the Forge Trust is based on the National Curriculum Programmes of Study and informed by the aims and purpose of study statements.

## **National Curriculum Purpose of Study**

A high-quality History education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils 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.

## **Aims of The National Curriculum**

The national curriculum for history aims to ensure that all pupils:

- 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.



The aims and purpose of study within the National Curriculum outlined above has been synthesised into the following statements to facilitate staff with the planning cycle. It is intended that each unit seeks to develop knowledge and understanding of the elements below:

1. Coherent knowledge of Britain's past and wider world (Long Term Plan and overview);
2. Key Concepts: continuity and change, cause and consequence, similarities and differences;
3. Abstract Terms: Civilisation, Empire, Parliament, Peasantry;
4. Enquiry; use of sources/ weighing and sifting evidence;
5. Connections: contrasts and trends/ questioning;
6. Curiosity and questioning.

### **Approach to Teaching and Learning**

History teaching focuses on enabling children to think as historians. We place an emphasis on examining historical artefacts and primary sources. In each Key Stage we give children the opportunity to visit sites of historical significance. We encourage visitors to come into the school and talk about their experiences or interpretations of events in the past. We recognise and value the importance of stories in history teaching, and where appropriate visual media, and we regard this as an important way of stimulating interest in the past. We focus on helping children understand that historical events can be interpreted in different ways and that they should always ask searching questions, such as "how do we know?", about information they are given. In this there are important cross curricular links to elements of the English curriculum, to British Values and elements of the stay safe agenda including Prevent in which it is important to challenge bias, weigh evidence and make safe decisions.

We recognise the fact that in all classes there are children of widely-different abilities in history and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through differentiation:

- Setting common tasks which are open-ended and can have a variety of responses;
- Differentiated learning objectives and success criteria where appropriate;
- Setting tasks of increasing difficulty. Not all children complete all tasks;
- Grouping children by ability in the room and setting different tasks for each ability group;
- Providing resources of different complexity depending on the ability of the child;
- Using adult intervention including support staff and guided groups.



## **Resources**

There are sufficient resources for all History teaching units in the academy. We keep these resources in a central store where there is a box of equipment for each unit of work. The library contains a good supply of topic books and the ICT suite is available for software and internet links. Network groups within the trust highlight resources that have been used successfully and enable us to build up an increasingly effective resource base.

## **The Contribution of History to Other Subjects**

There are important links between history and many other areas of the curriculum including geography where there is overlap between for example studies of settlements and work on Ancient Egypt. History also contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that we use in Composition are historical in nature. Also the skills pupils learn in history can be applied within the English curriculum to questions of bias, fact and opinion. Children develop oracy through discussing historical questions or presenting their findings to the rest of the class. They develop their writing ability through carefully planned written tasks. History also contributes to the teaching of mathematics in a variety of ways. Children apply their knowledge of number in a meaningful way and it informs their understanding of chronology including work with time-lines. to use numbers when developing a sense of chronology through doing activities such as time-lines. Children learn to interpret information presented in graphical or diagrammatic form. For example relating to birth rates in Victorian England or life expectancy at different points in time.

Personal, Social and Health Education (PSHE) and Citizenship History contributes significantly to the teaching of personal, social, citizenship and health education. Children develop self-confidence by having opportunities to explain their views on a number of social questions such as how society should respond to poverty and homelessness. They discover how to be active citizens in a democratic society by learning how laws are made and changed. They learn how to recognise and challenge stereotypes and to appreciate that racism is a harmful aspect of society. They learn how society is made up of people from different cultures and start to develop tolerance and respect for others. When teaching history we contribute to the children's spiritual development where possible for example, with the Key Stage 1 unit of work, "What are we remembering on Remembrance Day?" We also provide children with the opportunity to discuss moral questions, or what is right and wrong, when studying topics such as child labour in Victorian Britain. Children learn about the role of the church in Tudor times and they find out how British society has changed over time. The history programme of study enables children to understand that Britain's rich cultural heritage can be further enriched by the multi-cultural British society of today. British values of democracy, rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs are integrated into the Curriculum according to the Prevent Strategy.



## **EYFS**

We teach History in reception classes as an integral part of the Understanding of the world work covered during the year. As the reception class is part of the Foundation Stage of the National Curriculum we relate the history side of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. History makes a significant contribution to the ELG objectives of developing a child's knowledge and understanding of the world through activities such as looking at old pictures of family/ friends or discovering the meaning of new and old in relation to their own lives.

### **Assessment**

We assess children's work in history by measuring their understanding of a topic: we pre and end-test concept pyramids that contain all key concepts and vocabulary related to a specific topic. On completion of a piece of work the teacher marks the work and comments as necessary.

Reports to parents are completed at the end of the academic year when indicators are made to the individual's progress in this area of the curriculum, linked to National Curriculum age related standards. Subject Leaders use this information to supplement their knowledge of pupil achievement.

### **Equal Opportunities**

Equal Opportunities. It is the responsibility of all teachers at The Forge Trust to ensure that children irrespective of ability, race, gender, age, faith, sexual orientation, and disability are given full access to the history curriculum and make the greatest possible progress in accordance with recent legislation. Please refer to the schools Equal Opportunities Policy.

## National Curriculum Objectives

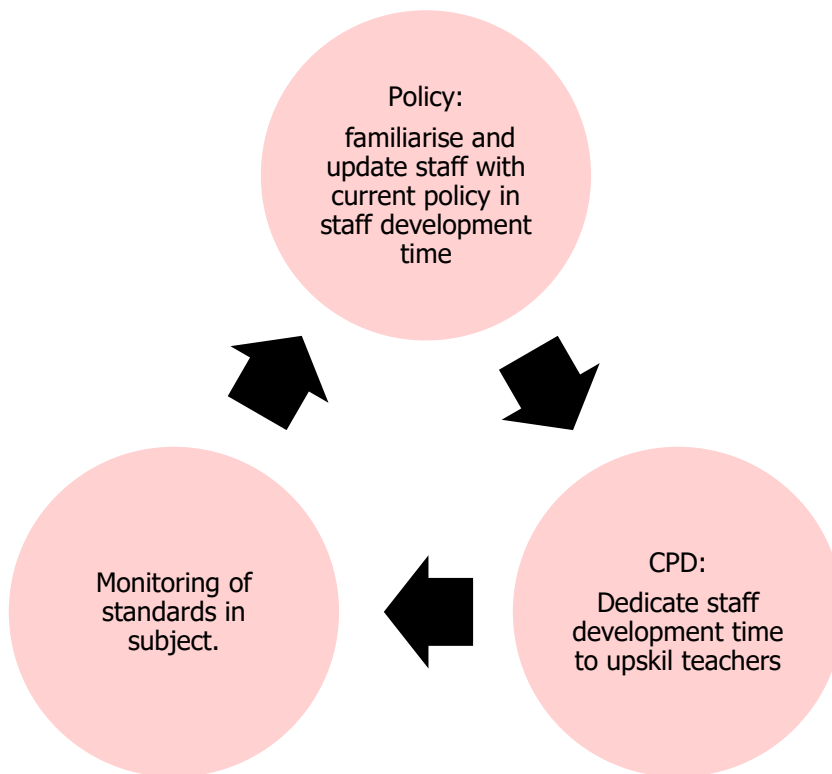
Key Stage	Subject Content
Key Stage 1	<p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>• Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life;</li> <li>• Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries];</li> <li>• The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell];</li> <li>• Significant historical events, people and places in their own locality.</li> </ul>
Key Stage 2	<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p> <p>In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>• Changes in Britain from the Stone Age to the Iron Age.</li> </ul>



## Monitoring

It is the responsibility of the History co-ordinator to ensure the implementation of this policy, monitor standards, offer advice and support to staff, provide a model and promote excellence in children's achievements.

This will involve the following cycle:



The co-ordinator will ensure that development priorities are reflected in the Subject Action Plan. They will attend termly network meetings for History and work collaboratively with other leaders in The Forge Trust to improve the curriculum. CPD, standards and provision in the subject.

**Appendix 1: Progression in History through Skills – By the end of KS1**

<b>Year Group</b>	<b>Chronological Understanding</b>	<b>Range and Depth of Historical Knowledge</b>	<b>Interpretations of History</b>	<b>Historical Enquiry</b>	<b>Organisation and Communication</b>
Year 1	<ul style="list-style-type: none"> <li>Sequence events in their life;</li> <li>Sequence 3 or 4 artefacts from distinctly different periods of time;</li> <li>Match objects to people of different ages.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise the difference between past and present in their own and others' lives;</li> <li>They know and recount episodes from stories about the past.</li> </ul>	<ul style="list-style-type: none"> <li>Use stories to encourage children to distinguish between fact and fiction;</li> <li>Compare adults talking about the past-how reliable are their memories?</li> </ul>	<ul style="list-style-type: none"> <li>Find answers to simple questions about the past from sources of information. For example, artefacts.</li> </ul>	<ul style="list-style-type: none"> <li>Communicate their knowledge through: Discussion... Drawing pictures... Drama.role play... Making models... Writing... Using ICT...</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>Sequence artefacts closer together in time-check with reference book;</li> <li>Sequence photographs etc. from different periods of their life;</li> <li>Describe memories of key events in lives.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise why people did things, why events happened and what happened as a result;</li> <li>Identify differences between ways of life at different times.</li> </ul>	<ul style="list-style-type: none"> <li>Compare two versions of a past event;</li> <li>Compare pictures or photographs of people or events in the past;</li> <li>Discuss reliability of photos/accounts/stories</li> </ul>	<ul style="list-style-type: none"> <li>Use a source-observe or handle sources to answer questions about the past on the basis of simple observations.</li> </ul>	



**Appendix 2: Progression in History through Skills – By the end of Year 3 and Year 4**

<b>Year Group</b>	<b>Chronological Understanding</b>	<b>Range and Depth of Historical Knowledge</b>	<b>Interpretations of History</b>	<b>Historical Enquiry</b>	<b>Organisation and Communication</b>
Year 3	<ul style="list-style-type: none"> <li>Place the time studied on a time line;</li> <li>Use dates and terms related to the study unit and passing of time;</li> <li>Sequence several events or artefacts.</li> </ul>	<ul style="list-style-type: none"> <li>Find out about every day lives of people in time studied;</li> <li>Compare with our life today;</li> <li>Identify reasons for and results of people's actions;</li> <li>Understand why people may have wanted to do something.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and give reasons for different ways in which the past is represented;</li> <li>Distinguish between different source-compare different versions of the same story;</li> <li>Look at representations of the period-museum, cartoons etc</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of sources to find out about a period;</li> <li>Observe small details- artefacts, pictures;</li> <li>Select and record information relevant to the study;</li> <li>Begin to use the library and internet for research.</li> </ul>	<ul style="list-style-type: none"> <li>Communicate their <b>knowledge</b> through: Discussion... Drawing pictures... Drama/role play... Making models... Writing... Using ICT.</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>Place events from period studied on time line;</li> <li>Use terms related to the period and begin to date events;</li> <li>Understand more complex terms. For example, BC and AD.</li> </ul>	<ul style="list-style-type: none"> <li>Use evidence to reconstruct life in time studied;</li> <li>Identify key features and events of time studied;</li> <li>Look for links and effects in time studied;</li> <li>Offer a reasonable explanation for some events.</li> </ul>	<ul style="list-style-type: none"> <li>Look at the evidence available;</li> <li>Begin to evaluate the usefulness of different sources;</li> <li>Use text books and historical knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>Use evidence to build up a picture of a past event;</li> <li>Choose relevant material to present a picture of one aspect of life in time past;</li> <li>Ask a variety of questions;</li> <li>Use the library and internet for research.</li> </ul>	<ul style="list-style-type: none"> <li>Recall, select and organise historical information;</li> <li>Communicate their <b>knowledge and understanding</b>.</li> </ul>

**Appendix 3: Progression in History through Skills – By the end of Year 5 and Year 6**

<b>Year Group</b>	<b>Chronological Understanding</b>	<b>Range and Depth of Historical Knowledge</b>	<b>Interpretations of History</b>	<b>Historical Enquiry</b>	<b>Organisation and Communication</b>
Year 5	<ul style="list-style-type: none"> <li>Know and sequence key events of time studied;</li> <li>Use relevant terms and period labels;</li> <li>Make comparisons between different times in the past.</li> </ul>	<ul style="list-style-type: none"> <li>Study different aspects of different people-differences between men and women;</li> <li>Examine causes and results of great events and the impact on people;</li> <li>Compare life in early and late 'times' studied;</li> <li>Compare an aspect of life with the same aspect in another period.</li> </ul>	<ul style="list-style-type: none"> <li>Compare accounts of events from different sources-fact or fiction;</li> <li>Offer some reasons for different versions of events.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to identify primary and secondary sources;</li> <li>Use evidence to build up a picture of a past event;</li> <li>Select relevant sections of information;</li> <li>Use the library and internet for research with increasing confidence.</li> </ul>	<ul style="list-style-type: none"> <li>Recall, select and organise historical information;</li> <li>Communicate their <b>knowledge and understanding.</b></li> </ul>
Year 6	<ul style="list-style-type: none"> <li>Place current study on time line in relation to other studies;</li> <li>Use relevant dates and terms;</li> <li>Sequence up to 10 events on a time line.</li> </ul>	<ul style="list-style-type: none"> <li>Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings;</li> <li>Compare beliefs and behaviour with another time studied;</li> <li>Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation;</li> <li>Know key dates, characters and events of time studied.</li> </ul>	<ul style="list-style-type: none"> <li>Link sources and work out how conclusions were arrived at;</li> <li>Consider ways of checking the accuracy of interpretation-fact or fiction and opinion;</li> <li>Be aware that different evidence will lead to different conclusions;</li> <li>Confidently use the library and internet for research.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise primary and secondary sources;</li> <li>Use a range of sources to find out about an aspect of time past;</li> <li>Suggest omissions and the means of finding out;</li> <li>Bring knowledge gathered from several sources together in a fluent account.</li> </ul>	<ul style="list-style-type: none"> <li>Select and organise information to produce structured work, making appropriate use of dates and terms.</li> </ul>