



History Policy
Autumn 2021

Review: Summer 2023

Intent

To develop children's experiences and understanding of History, inspiring and igniting their curiosity about the wider world.

The History curriculum has been planned to be mastery of a body of subject-specific knowledge designed specifically to meet the needs of our children.

At Holtsmere End Junior School we believe that the skills are the by-product of the knowledge, not its purpose.

Learning is defined as an alteration of the long-term memory. If nothing has altered in long term memory, nothing has been learned. Therefore the History curriculum has been planned accordingly to 'make knowledge stick'.

At Holtsmere End Junior School we know that vocabulary size is related to academic success, and schooling is crucial for increasing the breadth of vocabulary. Skills and knowledge for the subject have been identified and are lesson specific. Skills start with an imperative verb eg. Explore, consider, investigate...

Knowledge is 'to learn' and will be key facts.

Hooks to engage children will be planned for and should be varied with a focus on real artefacts where possible. Challenge and Choice should be included in most lessons or some form of differentiation clearly identified. Differentiation will always focus on how children can demonstrate their subject specific ability and not have a barrier to this, for example their ability to write. Planned opportunities for cross curricular writing will be included, where appropriate.

Implementation:

This policy outlines the teaching, organisation and management of history taught and learnt at Holtsmere End Junior School.

The policy has been drawn up as a result of staff discussion and has the full agreement of the Governing Body. The implementation of this policy is the responsibility of all teaching staff. The responsibility for monitoring and review rests with the history co-ordinator.

Aims and objectives:

At Holtsmere End Junior school we recognise that learning History is a statutory requirement during children's time in KS2 and we are committed to the idea that the learning of History ignites children's curiosity about what life was like in different time periods and the impact this has had on our lives today. We believe that in the fast-paced, ever-changing world we live in enhancing children's knowledge of the past will give them a different outlook on the events of today's world, allowing them to become critical thinkers and be able to relate their knowledge to current events. To achieve this, we will:

- Inspire pupils' curiosity about the past in Britain and the wider world
- Encourage pupils to ask perceptive questions and think critically.
- Encourage thinking about how the past influences the present
- Help students develop a chronological framework for their knowledge of significant events and people
- Foster a sense of identity and an increased understanding of pupils' own position in their own community and the world
- Develop a range of skills and abilities - particularly those related to finding out about the past, explaining what happened and what people then and now think about what happened.
- Help pupils to understand the diversity of societies and relationships between different groups.

Through History we can also:

- Improve pupils' skills in literacy, numeracy and ICT
- Develop pupils' thinking and questioning skills
- Promote pupils' awareness and understanding of gender, cultural, spiritual and moral issues

- Develop pupils as active citizens
Develop pupils understanding of British values and diversity of societies.

In learning History pupils will:

- Use a range of sources such as people, the local environment, sites, photographs, portraits, artefacts, written materials, ICT based materials, data, TV / video extracts
- Investigate significant issues about the past
- Work in a variety of contexts - individually, in groups, as a whole class
- Present their knowledge and understanding in a variety of ways such as through drama, art, models, various writing styles / genre, collage, timelines, sketches, maps
- As they grow in confidence, begin to pose and investigate their own questions about the past
- Have the opportunity to challenge themselves through the use of 'Challenge & Choice'.
- Scaffolded challenges that support SEN children to work independently.
- On some occasions mini whiteboards are used for AfL as well as effective feedback and marking.
- School trips will be planned to support particular topics.
- On some occasions visitors may come into school to give presentations to support particular topics. E.g. 'Ancient Egyptian and Greek day
- Children are encouraged to aim high and work towards achieving targets for each of 'The 5 R's'.

When teaching History we:

- Always explain what we want pupils to know, understand and be able to do through the history they are about to do
- Often use a key question to direct pupils' thinking / enquiry about the past

- Vary the resources and activities to ensure each pupil can be effective in finding out about and trying to explain the past
- Use a variety of primary and secondary sources and emphasise the difference between these to children
- Plan lessons to ensure students fully understand what they are learning, how they learn and how well they are progressing
- Planning will include objectives for both knowledge and skills.

To assess pupils' progress in History we:

- Gather evidence of what individual pupils know, understand and can do in history by observing them at work, listening to and discussing with them, and evaluating any work they produce.
- Report annually to parents on how well the pupil has achieved, what s/he does well and what is needed to bring further improvements.
- Children will have the opportunity to self and peer assess their own progress and recognise next steps.
- Marking and verbal feedback provide guidance to help progress.

In our curriculum History is taught:

As a discrete subject and, where appropriate developing a cross curricular approach.

We follow the National Curriculum, and planning is informed by the skills and knowledge ladder (appendix I).

To teach History we have a range of resources:

Texts, artefacts, videos, sites, photographs, portraits, primary sources, ICT, secondary sources. Topics have a resource box which are available in classrooms. Each topic is introduced to children through a book.

Impact:

Assessment

We assess the children's progress by making informal judgements during lessons or through the work the pupils produce, against the attainment targets set out in the National Curriculum 2014. Marking and verbal feedback provide guidance to help progress. At relevant times, the teacher makes a summary judgement about the attainment of each pupil in relation to the skills set out in the National Curriculum programme of study and age







related expectations, using the Skills and Knowledge ladder (see appendix 1) to inform this.

Monitoring and review

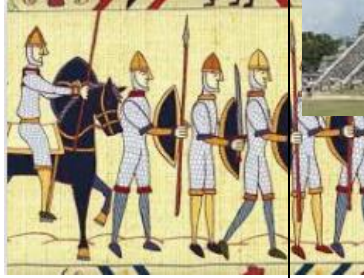

The coordination and planning of the History curriculum are the responsibility of the subject leader, who also supports colleagues in their teaching, by keeping informed about current developments in the subject and providing a strategic lead and direction for this subject.

Appendix 1: Skills and Knowledge Ladder

Progression of skills and knowledge in History - KS2			
Year 3 - Autumn Stone Age	Year 4 - Autumn Romans	Year 5 - Autumn Slavery	Year 6 - Autumn Vikings
<ul style="list-style-type: none"> *Know how Britain changed between the beginning of the Stone Age and the Iron Age *Know the main differences between the Stone, Bronze and Iron ages *Know what is meant by 'hunter-gatherers'. *Place the time studied on a timeline. *sequence events or artefacts *Use dates related to the passing of time. 	<ul style="list-style-type: none"> *Know how Britain changed from the Iron Age to the end of the Roman occupation. *Know how the Roman occupation of Britain helped to advance British society. *Know how there was resistance to the Roman occupation and know about Boudica. *Know about at least one famous Roman emperor. *Place the time studied on a timeline. *Use terms related 	<ul style="list-style-type: none"> Around 1500 - 1807 Building on KS1 knowledge of past events before their grandparents were born. Link to Y2 Famous People Rosa Parks (the end of slavery was the start of the civil rights fight) Link to Y2 Victorians - cross over time period. *Make comparisons between different times in the past. *Study different aspects of different people e.g differences between men and women. *Compare an aspect 	<ul style="list-style-type: none"> Follows on from Anglo-Saxon Y5 topic *Know where the Vikings originated from and show this on a map. *Know that the Vikings and Anglo-Saxons were often in conflict. *Know key dates, characters and events of time studied. *Know why the Vikings frequently won battles with the Anglo-Saxons. *Place current study on time line in relation to other studies.

<p>*Look at representations of the period. *Communicate knowledge through discussion, making models, writing.</p> 	<p>to the period and begin to date events using BC /AD. *Identify key features and events of time studied. *Ask a variety of questions. *Recall, select and organise historical information. *Offer reasonable explanation for some events/.</p>  	<p>of life with the same aspect in another period. *Compare accounts of events from different sources. *Begin to identify primary and secondary sources. *Use the library and internet for research with increasing confidence.</p> 	<p>*Use relevant dates and terms. *Compare beliefs and behaviour with another period studied. *Link sources and work out how conclusions were arrived at. *recognise primary and secondary sources. *Use a range of sources to find out about an aspect of time past.</p>  
<p>Year 3- Summer Ancient Greeks</p>	<p>Year 4- Summer Ancient Egypt</p>	<p>Year 5- Summer Anglo-Saxons</p>	<p>Year 6- Summer Mayans</p>
<p>*Know some of the main characteristics of the Athenians and the Spartans. *Know about the influence the Gods had on</p>	<p>*Know about, and name, some of the advanced societies that were in the world 3000 years ago. *Know about the key features of Ancient Egypt-</p>	<p>AD 450 Link to KSI famous people from the past - Alfred the Great Follows on from to the withdrawal of the Romans in Britain 410 Y4 topic *Know how Britain</p>	<p>(1000BC - 1697AD) Link to prior knowledge of Slavery which followed this era in South America. Simultaneous timeline to Ancient Greeks (Y3) and</p>

<p>Ancient Greece.</p> <ul style="list-style-type: none"> *Know at least five sorts from the Ancient Greek Olympics *Find out about everyday lives of people studied and compare to our own. *Distinguish between different sources and evaluate their usefulness. *Observe small details (pictures, artefacts) *Use a range of sources to find out about a period. *Select and record information relevant to the study. *Begin to use the internet for research. 	<p>pharaohs, pyramids, hieroglyphs.</p> <ul style="list-style-type: none"> *Know about archaeologists and how they help us find out about the past. *Look for links and effects in time studied. *Begin to evaluate the usefulness of different sources e.g. text books, internet. *Use evidence to build up a picture of a past event. * Choose relevant material to present a picture of one aspect of life in time past. *Communicate their knowledge and understanding. *Identify key features and events of time studied. 	<p>changed between the end of the Roman occupation and 1066.</p> <ul style="list-style-type: none"> *Know about how the Anglo-Saxons attempted to bring about law and order into the country. *Know that during the Anglo-Saxon period, Britain was divided into many kingdoms. *Know that the way the kingdoms were divided led to the creation of some of our country boundaries today. *Use a timeline to show when the Anglo-Saxons were in England. *Use relevant terms and period labels. *Know and sequence key events of time studied. *Compare life in early and late times studied. *Offer some reasons for different versions of events. *Use evidence to build up a picture 	<p>cross over with Ancient Egypt (3100 – 382BC)</p> <ul style="list-style-type: none"> *Know about the impact that the Mayan civilisation had on the world. *Know why they were considered an advanced society in relation to that period in Europe. *Sequence up to 10 events on a time line. *Find out about beliefs, behaviour, and characteristics of people. *Be aware that difference evidence will lead to different conclusions. *Confidently use the library and internet for research. *Bring knowledge gathered from several sources together in a fluent account. *Select and organise information to produce structure work, making appropriate use of dates and terms.
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		<p>of a past event. *Communicate their knowledge and understanding.</p> 	
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End of KS2 Expectation

Children 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.