



# Timothy Hackworth Primary School

'Respectful and resilient; being the best that we can be.'

## History Policy

CRC Article 29: All children have the right to be the best they can be.



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Approved by:	<b>Curriculum and Standards Committee</b>
Head teacher signature	<i>Mrs. L. Boulton</i>
Chair of Governors signature	<i>Mrs. P. Crook</i>

## **History Policy**

CRC Article 28: All children have the right to learn.

**Date of Policy:** December 2023

**Review Date:** December 2024

**Subject Lead:** Mrs. K. Kozlowski

**Governors for History:** Mr. A. Jones and Cllr. S. Quinn

Curriculum and Standards Committee

This policy should be read in conjunction with our Respectful Relationships Policy. All policy and practice in Timothy Hackworth Primary School respects children's dignity.

### **Our Timothy Hackworth School Vision**

May our Rights Respecting School be a happy place for us all to learn; where every one of us is valued and safe in our Timothy Hackworth School Family. May we all be the best that we can be by making a positive difference to each other, our community in Shildon and the wider world in which we all live.

### **Mission Statement (written by children):**

We would like our school, which reflects British Values, to be at the heart of the community, sharing, supporting and learning together with everyone as equals. Our children have the right to high quality learning experiences to help them to be the best that they can be.

We encourage our children to be creative, unique, open-minded and independent individuals, respectful of themselves and of others in our school, our local community and the wider world.

We aim to nurture our children on their journey through life so they can grow into safe, caring, democratic, responsible and tolerant adults who make a positive difference to British Society and to the world.

## **Values**

Ours is a happy school with high hopes and ambitions for all our children and we welcome working in partnership with parents and carers to ensure that everything is done in the best interests of the children at all times.

All of our staff take their responsibility towards the children seriously and they strive to help each child reach their full potential as global citizens physically, emotionally, socially and academically. We are fully committed to the [CONVENTION ON THE RIGHTS OF THE CHILD](#).

To us, every child is unique and precious and we endeavour to foster a high level of motivation towards learning and behaviour. We are committed to the basic skills of English and Maths.

At all times, we aim to centre the teaching in an atmosphere of mutual respect and personal respect. A high quality education is [the right of every child](#), and at Timothy Hackworth Primary School, we embrace that responsibility and strive to achieve it for all our pupils.

## **Equalities Information**

This policy should be read in conjunction with our school 'Equalities Policy Statement', 'Equalities Objectives Summary' and 'Equalities Information and Objectives'.

We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations with regards to age (as appropriate), disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

## **Entitlement**

This History Policy relates to all pupils attending Timothy Hackworth Primary School. All children have the right to access all elements of the National Curriculum, appropriate to their abilities in tandem with the school's relentless focus on high standards and expectations of all pupils.

## **Our Intent, Implementation and Impact in History**

### **Intent**

At Timothy Hackworth Primary School, we aim to inspire all children to reach their full potential, academically, socially and emotionally. In History, this means providing a high-quality curriculum which inspires an enthusiasm for learning

and a long-standing interest in the study of the past. The curriculum is deliberately sequenced and built around chronological coherence. Its purpose includes equipping children with the skills to think critically, evaluate evidence, make informed judgements and understand the complexity and diversity of modern societies by learning about the process of change and relationships between different groups.

The History Curriculum aims to give children a sense of their own place in time within Modern Britain and the wider world, through learning about significant aspects of History, starting with local and moving onto regional and global, developing a deep curiosity and a desire to ask questions and find out more.

Children will have the opportunity to learn key historical concepts and language, answer key Enquiry Questions and use primary evidence to investigate the past and evaluate different interpretations of it. They will develop an understanding that how we live now, our society, is shaped by the past and that past events influence the present.

Our overarching intent in History is to inspire a love of learning about the past and to develop a deep curiosity and desire to find out more about the History of Britain and the wider world.

More specifically, our intent in History is to develop subject content knowledge, subject substantive disciplinary knowledge and to understand and use historical vocabulary appropriate to the subject.

Subject substantive content knowledge is the knowledge learned about the periods in History studied across the curriculum and year groups in school.

Subject disciplinary knowledge refers to the specific knowledge, skills and concepts children will learn about the subject discipline of History.

Both the subject substantive content knowledge and the subject disciplinary knowledge are set out in the History Curriculum Overview, which also specifies the key vocabulary children will learn and use in their study of History across the school.

We strive to ensure that our pupils have the opportunity to demonstrate resilience, resourcefulness, reflectiveness and reciprocity and have the ambition to be successful learners.

We aim for our pupils to:

- know and understand the history of Great Britain 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 and achievements of mankind;

- gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’ and ‘parliament’;
- to use a range of themes or ‘threads’ which run through the History units in KS1 and KS2, to link together knowledge and understanding across different civilisations and time periods;
- 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;
- understand and explore the significant features of contemporaneous civilisations across the world.

### **Implementation**

Our History Curriculum Overview sets out the sequence of learning and sets out the sequences of learning which are carefully planned and developed so that new skills and knowledge are built upon previous skills and knowledge to enable consolidation and progression. Pupils’ learning is supported by books, online materials and resources, primary sources and evidence wherever possible. Opportunities to use historical enquiry skills are built into the curriculum and children are continuously encouraged to carry out research and investigations to question and challenge interpretations. Throughout the History curriculum a common thread of ‘Buildings and Homes’ runs through each History unit (Article 27: All children have the right to shelter). The purpose of this is to draw comparisons across and between historical periods. Links to the Convention on the Rights of the Child are made wherever possible.

In addition, learning in History is enhanced by the following:

- use of school visits to enthuse and help embed knowledge;
- use of local resources, e.g. Locomotion Museum, Auckland Castle and Binchester Roman Fort;

- regular visits and workshops;
- activities and projects carried out through Auckland Castle's Partner Schools project;
- the Heritage Award Project;
- use of Durham Learning Resources;
- use of grandparents and other family members as a primary source to talk about their childhood and toys from the past.

### **History in 2s, Nursery and Reception - 'Playing to Learn'**

In the EYFS there are three characteristics of effective teaching and learning:

- playing and exploring - children investigate and experience things, and 'have a go';
- active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements;
- creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

In Early Years, History is taught thematically through 'Understanding the World'.

History with younger children, has to involve their own life, or the life of their family, to be meaningful to them. As children learn about the world around them, they find out about the past through talking to parents, grandparents and friends, and they develop an interest in their own story, as well as the stories in their family. This is the beginning of developing an understanding of the past, and helps them to learn about how other people are similar to, and different from them, yet share some of the same characteristics and ideas. Past and present events in the children's lives and those of other members of the family or friends are explored.

There are many opportunities in the Early Years for children to find out about the past, for example, through exploring stories, looking at photographs and visiting the local environment. In the Early Years, children are asked 'how' and 'why' questions; they use the past, present and future tense; they talk about the past and present in their own lives, and the lives of family members; they recognise similarities and differences between families and traditions, objects and materials; they take part in role play and the creation of stories. Children develop a sense of change over time and learn to differentiate between the past and the present. They develop their use of language relating to time in conversations, through the use of vocabulary, for example, 'yesterday', 'today', 'tomorrow', 'old', 'past', 'now' and 'then'.

### **KS1**

Our teaching sequence in Key Stage 1 starts with a focus on the child, their immediate surroundings and events from the present and very recent past, so the children can relate to and understand what they are learning because it is familiar to them.

As children move through Key Stage 1, they learn about events before and beyond living memory and places outside of their direct experience.

This sequence of learning prepares children with the knowledge and skills required for progressing into the Key Stage 2 History Curriculum.

## **KS2**

In Key Stage 2 the teaching sequence is planned chronologically, from the earliest civilisations in Lower Key Stage 2 through to History post-1066 by the end of Year 6. The curriculum is also planned to allow consolidation of prior knowledge and builds on previous learning in terms of historical knowledge, concepts, skills and vocabulary.

The Mayan Unit in Year 5 gives an additional opportunity for comparison of key features of a contrasting, contemporaneous society in and around the year 1000.

## **Impact**

Impact is measured by the child's progress against their ability to meet the key aims of the National Curriculum for History.

The impact of our school approach will enable our pupils to:

- think like a historian, for example, using critical thinking and interpretation of historical evidence, having sound chronological awareness, using historical language and having an understanding of significant historical events and their impact over time.
- confidently use historical vocabulary and dates;
- discuss, question and interpret historical evidence;
- use personal skills and qualities, including resilience, resourcefulness, reflectiveness and independence.

## **History and Cross-Curricular Links**

History links to many areas of the curriculum and the concepts and skills learned in History are transferable and can contribute significantly to the development of more general skills, such as communicating, reasoning, questioning, enquiry and investigation.

We consider History to be an important part of the curriculum which contributes greatly to the children's understanding of the world around them, contributing to the right of every child to know about the world that they live in, both now and in the past.

## **More Able and Talented Learners**

The History Subject Lead will promote the following key strategies for maximising progress and enabling learners to meet their full potential:

- The use - by all - of open-ended questioning where a learner's first response may then be further developed and so encourage deeper thinking.
- Valuing a growth mindset that encourages learners to risk failure. Instead, viewing it as a crucial part of the learning process that avoids the pitfalls of playing it safe and success meaning only doing things that they can get completely right or find easy.
- Encouraging the provision of open-ended opportunities for learners to take more ownership of the direction or form that their learning takes.
- Praising high levels of effort, progress and attainment whilst making sure that a focus on the next steps is a valued part of the ongoing learning process.

## **Special Educational Needs and Disabilities**

The SENDCO will support identified SEND pupils, their parents and staff, to ensure information on individual children with Special Educational Needs supports their teaching and learning.

Our school meets the needs of children with Special Educational Needs and Disabilities with a curriculum that allows for appropriate adaptations. This may be by outcome, task, resources, support, interest or ability groupings as appropriate.

The expectation is that SEND pupils will progress at the same rate as non-SEND pupils due to carefully planned provision. Expectations of all pupils, including those of SEND pupils, will be high. SEND pupils will be expected to be the best that they can be.

## **Assessment**

We consider that assessment is part of the whole school curriculum. It is the responsibility of all staff and should provide a supportive framework for teachers and children.

Assessment is not just about the National Curriculum, but needs to take into consideration all historical learning which is an outcome of the school curriculum. Assessment in History is only a part of the school policy on assessment as a whole.

There should be ongoing assessment for learning (AFL) or formative assessment of all children ensuring that the development of concepts, skills and



attitudes is measured through everyday teaching. This will, of course, include a variety of contexts.

Teachers will need to make judgements about children's ability. Judgements are supported by evidence which can be understood by other teachers, by parents and by the children themselves. Evidence of ability will be demonstrated by children in the course of their learning.

Assessment will take the form of continuous teacher assessments against the key aims of the National Curriculum for History which is monitored by the History Lead and SLT through data analysis completed by the Subject Lead, learning walks, book scrutinies and pupil interviews.

### **Monitoring and Evaluation**

The monitoring of History teaching and learning in our school will take place through the:

- monitoring of short-term planning by the History Lead;
- observations and Learning Walks by the History Lead and SLT where appropriate;
- discussion during curriculum development staff meetings in order to further develop provision and practice, respond to queries, check progress, review resources etc.;
- informal discussions between staff and the History Lead;
- the completion of any whole school History project where work/evidence is gathered, across the whole range of ages in the school;
- scrutiny of books, displays and any other evidence of achievement, by the History Lead and SLT;
- pupil interviews conducted by the History Lead;
- checking of children's standards of work against agreed criteria, e.g. teacher assessment.

Teacher assessments are moderated by the History Lead to ensure parity. Assessment data is robustly and rigorously analysed in detail by the History Lead, and outcomes shared with the SLT and staff.

Pupils will have their development and performance monitored through a range of assessment techniques to ensure that they make progress to their full potential.

Planned and routine monitoring tasks are undertaken by the History Lead which includes pupil book scrutiny, learning environment scrutiny, planning scrutiny and pupil interviews.

The History Lead works alongside teachers to provide tailored support to discuss, plan and implement a range of assessment and moderation strategies.

## **Continuing Professional Development**

The History Lead attends Local Authority curriculum training to inform the development of History across the school and continues to attend Local Authority Subject Leader Network Meetings in order to ensure that the History Lead and wider staff are aware of the latest information and curriculum developments in History.

Staff are also provided with regular, planned, internal and external CPD opportunities where relevant and as appropriate.

## **Display and Resources**

Our school 'Climate for Learning in Classrooms' document, outlines the resources and display requirements for each classroom, which includes reference to specific History resources and displays to support pupils' learning. A timeline and historical vocabulary are displayed so that children use this in the communication of their understanding. Any pupils' History work displayed around school, encourages a positive attitude and enthusiasm towards History for all groups of children.

History resources are accessed routinely throughout the year using the Durham Learning Resources Library which are linked to the History curriculum.

## **Parents and Carers**

We recognise that parents make a significant difference to children's progress in all subjects, including History, and encourage this partnership. We hold Celebration Assemblies twice a year where History work can be shared with parents. As well as this, children's History work is displayed around school for everyone to enjoy. We encourage parents to discuss History topics with their children, to support understanding about the History knowledge and skills they have learned. Children learn best when there are strong links between home and school, and the importance of parental involvement in their children's learning is recognised, valued and developed.

## **Homework**

There is no formal History homework, however, the children are always encouraged to carry out their own research and reading on topics which interest them. Staff always welcome any work or projects completed outside of school which the children would like to share.

### **Our Governing Body**

There are identified Governors for History, as part of the Curriculum and Standards Committee, who liaise with the History Lead on a termly basis.

The Governing Body will provide support and challenge and are kept up to date with developments in History through meetings with the History Lead, through the Head Teacher's Report to Governors, subsequent discussions during Full Governing Body Meetings and Curriculum and Standards Committee Meetings.

The Governing Body will be provided with regular updates regarding the implementation and monitoring of this policy.

The Curriculum and Standards Committee will ratify and review the policy.

### **Conclusion**

At Timothy Hackworth Primary School a whole range of experiences and opportunities will be provided for all pupils in History, across a broad and balanced curriculum, which reflects school, local, national and global perspectives.

The curriculum offer is routinely reviewed to monitor its Intent, Implementation and Impact.

All children have the right to a high quality education; our History Policy is designed to ensure that all pupils have access to this right.

