

## History Vision and Policy

### Holy Trinity C of E Primary School

The **vision** of history at Holy Trinity is one that **values**:

- A **positive attitude** towards History and a **curiosity** and **appreciation** for the past;
- Children developing an understanding of their place in the world in the long story of human development;
- Children developing a **chronological** understanding of **world** and **British history**;
- Children gaining a **cultural** world knowledge of the past through **enquiry** and **evidence-based** learning;
- Using **enquiry** to develop an ability to ask and answer questions, collect, analyse and present data, think logically and to work systematically and accurately in 'real world' teaching;
- Effective historical **communication** and use of **historical vocabulary** across the **whole school community**;
- Teaching about the past, the importance of the job of an **archaeologist** and changing accounts of the past have shaped the identities of **diverse** people, groups and nations;
- By the end of KS2, children will have a developed chronological knowledge of British, local and world history.
- A developed **historical interpretation** by which children can describe, analyse change and causation, evaluate and create an explanation of past events;
- **Breadth** and **depth** in historical knowledge and understanding allowing children to think like **historians** by using and applying good historical vocabulary, knowledge and skills within and across topics and year groups.
- Children generating their own historical based **questions** during lessons in order to develop their own understanding further by thinking like **historians**. This enhances their knowledge and skills base, giving them increasing **independence** and **ownership** over their own learning.;
- Recognising that History is a **dynamic** subject where thinking and view points **change**;

To work towards this vision and ensure a consistent approach to high provision of History throughout the school we aim:

- To keep up to date with new **government policies** and **high-quality, evidence-based research** and adapt our curriculum where appropriate;
- **Continuously adapt** to the **changing needs** of children at Holy Trinity School;
- Develop a **growth mindset** about ability to learn History;
- To instil **confidence** and **enjoyment** through the development of an '**I can do**' culture;
- To provide opportunities for **first-hand handling of artefacts or replicas**;
- Provide pupils with a range of **sources** (e.g. stories, diary entries, pictures, buildings still standing today and artefacts) to demonstrate how our past is constructed;
- To tailor **personalised learning** to meet the needs of all children through rigorous **assessment for learning**;
- To utilise **ICT purposefully** in the learning of History;
- To provide a History curriculum that challenges children **beyond National Curriculum** expectations, through tailored support within the MAT;
- To provide **meaningful, experiential learning opportunities** to facilitate a deeper understanding of **historical concepts: using evidence, cause and consequence, significance and continuity and change**;
- The children at Holy Trinity will acquire appropriate skills, knowledge and understanding of **significant** events, people and time periods in a range of **British** history from **Prehistoric Britain** to **living memory** and **world** history from **Ancient Times** to the end of the Maya period (c.900AD);
- The children at Holy Trinity will acquire appropriate skills, knowledge and understanding to be able to work like a historian: **asking and answering questions, collect data, analyse data, compare and contrast, draw conclusions and make hypotheses.**

## **Purpose of Study**

### **Why Do We Teach History?**

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.

### **Contextual, Conceptual and Procedural Understanding**

Our History policy follows the National Curriculum 2014 for History guidelines and 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.

Our high-quality History curriculum not only identifies the important concepts and procedures for pupils to learn, it also plans for how pupils will build knowledge of these over time through a logical sequence of knowledge, skills and concepts. As pupils progress through the History curriculum, new knowledge gets systematically integrated into pre-existing knowledge. This forms larger concepts and new concepts, which in turn allow pupils to operate at more abstract levels. Historical enquiry integrates substantive and disciplinary knowledge into an overall strategy to answer questions about the pupils' sense of time and place and how developments have occurred over time. Once disciplinary knowledge is introduced, it is practised in different topics and disciplines. This allows pupils to learn how the same disciplinary knowledge is used in different substantive contexts. Within substantive knowledge, children learn about topics such as trade, monarchies and war. Within disciplinary knowledge pupils learn about asking and answering questions, collect data, analyse data, present data and draw conclusions. All content is broken down into year group objectives, meeting and extending the National Curriculum expectations.

Conceptual threads called 'history models' are taught within topics and provide a foundation for pupil descriptions and explanations, support historical language development, develop 'hands on' learning and divergent thinking, engagement and a deeper understanding through a structured development of historical ideas and concepts. There are four key historical models in our primary curriculum: using evidence, cause and consequence, significance, continuity and change. These models allow for deeper learning because the models thread through our history curriculum so pupils recognise concepts as they remember the model from previous topics; increasing familiarity through connected learning and decreasing abstract learning as children progress through each year group. Within our history curriculum, pupils will:

- Know the broad characterisations of particular periods;
- Understand the general features of periods;

- Have knowledge of the chronological order of broad periods;
- Have knowledge of particular dates and events;
- Have knowledge of broad developments, links or themes across periods.

Timelines are taught throughout school, and British and world history time periods are revisited throughout KS2 to visually show children how changes can occur in different places and sometimes at the same time. Revisiting timelines and teaching more substantive knowledge and time periods helps to create a secure 'mental timeline' as children progress through school which provides an organising framework for events or periods that they have studied in depth. This gives context and meaning to those events or periods. It supports pupils to relate developments, events and periods to a broader framework, giving their knowledge coherence.

Pupils should be able to describe associated processes and key characteristics in common language, but they should also be familiar with, and use, historical terminology accurately and precisely. They should build up an extended historical vocabulary. They should also apply their mathematical and geographical knowledge to their understanding of History, including sequencing time periods on a time line and collecting evidence to form a hypothesis. As children progress through school, enquiry-led approaches that are child-centred can be completed because the children have been taught the skills prior to completing enquiry independently. Within working historically, the children are taught three content areas:

- **Knowledge of how historians form questions about the past** – Usually at beginning of topics pupils ask their own questions about the topic 'what they wonder'. This is facilitated by the teacher in KS1 and LKS2 to support children with abstract concepts such as what forms of energy or fuel we have now, technology, education, jobs and leisure activities.
- **Historical knowledge of methods that historians use to answer questions** – the use of models, use of different sources (e.g. artefacts, replicas, photographs, newspaper snippets, diary entries), archaeologists, description, explanations, identifying similarities and differences, pattern spotting in establishing historical knowledge.
- **Knowledge of how historians use evidence to develop explanations of the past** – pupils learn how evidence is used alongside substantive knowledge to draw tentative but valid conclusions. They may also consider the validity of different sources. Pupils will then form their own 'hypothesis' by weighing up what they know to determine the significance of an event/person/time period.

### **Role of the Subject Leaders:**

To ensure that all members of the school community understand the vision of History at Holy Trinity and to lead, challenge and support all achieving the vision by:

- Ensuring curriculum policies, guidelines and resources are well organised, reviewed, updated and easily accessible.
- Maintaining clarity of expectations in relation to each year group's allocated learning outcomes, planning, assessment and teaching and learning strategies, including vocabulary.
- Developing standards in teaching and learning by attending CPD and sharing best practice.
- Identifying and addressing strengths and areas for development through termly book scrutinies, learning walks and pupil voice.
- Informing, supporting and providing development opportunities.
- Monitoring and evaluating WOW trip experiences which have been used as a history 'hook'.
- Responsibility for reporting to the academy councillors, Headteacher and staff about the quality of teaching and the impact on standards

## Achieving the History Vision

### Teaching and Learning

- Our curriculum breaks down complex concepts and procedures into meaningful chunks of content. History models are taught across all key stages and develop in complexity as pupils progress through year groups to provide pupils with powerful historical knowledge that is useful and transferable;
- Historical enquiry is planned to ensure that children learn elements of an enquiry process within lessons, which includes formulating questions, gathering information and drawing conclusions to make hypotheses. It is a process we use to teach to challenges pupils to make sense of the striking similarities and vast differences in human experiences across time and place;
- Fieldwork in EYFS includes: photographing, drawing, counting, collecting and observing. In KS1 the previous skills will be used and may also include recording, videoing, comparing, commenting and collating. In KS2 the above may be evident, including tally charts, graphs, tables, maps, annotations, labelling, map work and digital technologies;
- Planned blocks of teaching are based on enquiry questions, which may then be subdivided into other questions, and consider the specific needs of cohorts, groups and individual children who are identified through ongoing monitoring on whole class feedback sheets; informing next steps;
- All children experience History teaching;
- Teachers follow year group outcomes which have been personalised to our school, using the National Curriculum as a framework and extending this to our own school priorities and ambitions;
- Dedicated History lessons are flexible to allow meaningful, experiential learning opportunities and the ability to develop and apply historical skills in other areas of the curriculum;
- Creative frames are used to teach some historical models, designed to be used in our personalised curriculum;
- All children have access to a range of sources to form hypotheses (e.g. stories, diary entries, pictures, buildings still standing today and artefacts).

### Within a Planned History Lesson:

- Previous knowledge, understanding and skills are revisited to ensure a smooth transition into the new understanding;
- Challenge, independence, experiential learning and relating History to the wider world are what drives planned sessions;
- A combination of teaching styles is adopted to suit the needs of all learners, will high expectations for all;
- Practical learning opportunities are taken where possible;
- Key vocabulary, learning outcomes, success criteria are shared with the children at the outset;
- Children playing an active part in their learning, working independently, in pairs or groups and engaging in constant dialogue with others;
- Staff have the confidence to intervene through effective questioning to challenge or extend children's thought processes
- Incidental or planned intervention groups, with staff or the use of technology, are in place to support children's specific needs;
- Teachers and teaching assistants (where available) work with specific focus groups, and actively intervene and support with the learning of particular children by using effective questioning to challenge or extend children's thought processes.

### Planning and Assessment

- Planned next steps in teaching and learning are identified from information gathered in the previous half term and this in turn informs the planning for the coming half term;
- A planned long term block of teaching shows sequential coverage across year groups (these can be negotiated with the subject coordinator dependent on resource requirements and whether it would be a logical learning sequence or not) and ongoing learning;
- A planned medium term block of teaching includes the following key information:  
Ongoing learning; estimated time scales; new learning; knowledge and skill objectives; core knowledge outcomes.
- A planned short term block of teaching includes the following key information:
- Ongoing objectives and new objectives (linked to substantive and disciplinary knowledge); teaching; vocabulary; pre learning activity; talk activities; independent activities; differentiation; success criteria/outcomes; resources; evaluation of learning

- In the Foundation Stage teachers follow a curriculum that is planned in line with the new statutory framework for the early years foundation stage (2021) and Development Matters (2021) and aim for children to achieve the ELGs.
- Across EYFS, KS1 and KS2, WOW activities and hooks are used at selected points within topics to improve historical capital, provide real life experiences, increase engagement and curiosity as well as reducing the abstractness related to particular topics and vocabulary. Some year groups, when appropriate, work collaboratively to enhance their learning experiences. Hooks could include interviews, videos, images, trips and key speakers.

## Assessment

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. The curriculum design assessment tool is used after teachers have completed a unit of work. This assesses the curriculum design and pedagogy of our curriculum. Teachers reflect on:

- **Next steps** – How does assessment and feedback shape your teaching?
- **Peer assessment** – Are there formal opportunities for peer assessment?
- **Self reflection** – Are there formal opportunities for self reflection?
- **Engagement** – Does the topic create engagement and positive learner attitude?
- **Feedback** – Does feedback consolidate and extend learner knowledge and understanding?
- **Communication** – Are there opportunities for talk and development of subject specific vocabulary?
- **Enjoyment** – Have the children enjoyed their learning during this topic?

Teacher assessment is achieved through:

- Discussion with pupils and their ability to answer closed and open-ended questions;
- Observation of pupils engaged in an activity;
- Marking ongoing written work using whole class feedback sheets, speech bubbles to discuss an aspect of a child's work and Qs to consolidate or extend learning;
- Dialogue with members of support staff;
- Pre and post assessment activities.
- Evaluations from planning documents;
- End of block assess and review lessons.

## Tracking Progress

Pupil progress is monitored using teacher assessment against the four models: planning and design, cause and effect, change and location and place. This may be evident in pupils' written work, in whole class feedback sheets or through teacher observations within lessons. An end of year comment is written against national expectations and is shared with parents on end of year reports. The report also includes a child's following year's target.

## Marking

Teachers mark pupils' work following the school marking policy (whole class feedback sheets). Pupils are given appropriate time to respond to misconceptions and errors.

## Resources

- History resources are stored in a central location.

- Additional resources are available for hire from Hartlepool Museum.
- Staff share the responsibility of ensuring that resources are well kept and replenished.
- Individual class teachers are responsible for requesting specific resources for individual topics before the start of each term.

### **Cross-Curricular Links**

Within History, other curriculum skills are present including Maths (such as data, tables and graphs), writing (such as basic grammar and punctuation is reinforced, spelling of historical vocabulary, organising work using headings, explanation texts) and computing when researching using the internet. History is also present in other curriculum lessons. For example, teachers may use historical themed class book in English where reading and writing activities will embed historical knowledge and create meaningful writing opportunities. Teachers may also make links to the chronological timeline of history when discussing concepts within RE and Science.

### **Academy Councillor**

There is a named academy councillor linked to History who plays a key role in monitoring and evaluating History across the whole school through discussions each term with the subject leader.

### **Last reviewed**

Miss Danielle Horsley

July 2021