

## **Holly Hill Primary and Nursery School** **History Policy**

### **1. Subject Intent**

#### **General Statement**

At Holly Hill we believe that a quality History curriculum should provide meaningful learning experiences to bring the past into the present to shape the future.

The History curriculum at Holly Hill enables children to gain a coherent knowledge and understanding of Britain's past and that of the wider world. It inspires 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.

Through our History curriculum we make links to our whole school curriculum intent statement. The aspects which are particularly significant to History are:

- Balance of knowledge and skills
- Diversity
- Rich vocabulary and quality texts
- Experiences and opportunities
- Outdoor learning

#### **Specific Aims**

The National Curriculum outlines the following aims for History:

- 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

At Holly Hill the History curriculum is designed so that we meet the National Curriculum aims through a progression of skills and knowledge taught in the sequence below:

## History in EYFS:

	3 & 4-year-olds will be learning to:	Children in Reception will be learning to:	ELG
<b>Communication</b>			<b>Speaking</b> Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
<b>Maths</b>	Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'		
<b>Understanding the World</b>	Begin to make sense of their own life-story and family's History. Understand the key features of the life cycle of a plant and an animal.	Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.	<b>Past and Present</b> Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.

Cycle A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS1		Toys in the past				Seaside in the past
LKS2				Stone Age to the Iron Age	Local History Study: Cresswell Crag	Ancient Greece
UKS2		Crime and Punishment in 19 <sup>th</sup> C		Britain's settlement by Anglo Saxons and Scots	Viking and Anglo-Saxon struggle for the kingdom of England	
Cycle B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS1	Local study of Selston				Great Fire of London – significant historical event	Queen Elizabeth 11 - significant person
LKS2				Egyptians		Roman Empire and its impact on Britain
UKS2			Baghdad	The Blitz	Holocaust	

## **Rationale**

At Holly Hill, History coverage is organised in two yearly cycles to ensure that there is a progression of skills and full coverage of objectives.

In Key Stage 2, pupils' study historical themes in chronological order from ancient civilisations in Year 3 to modern History (World War 2) in Year 6. This ensures pupils can make direct links between historical time periods, understand the reasons for the end in one period and the rise/start of another.

Pupils spend a lot of time acquiring knowledge to develop a chronological overview which gives them the skills to be able to make connections within and across different periods and societies, ask and answer questions of the present by engaging with the past, research and evaluate evidence.

Local History work takes place across the school. In Key Stage 1 pupils go on a locality walk and interview a resident from Selston to provide the opportunity of understanding changes within their living memory. Year 3/4 pupils cover the local History of Selston as well as researching the local area (Creswell Crags) using primary and secondary sources. Year 5/6 pupils visit Nottingham City to branch out and further extend the knowledge of their locality, study the local architect (Watson Fothergill) and address the key aspect of cultural diversity comparing the city which is only 10 miles away to where they live, a predominantly white community. Studying the History of Selston is vital to our pupils at Holly Hill to develop their own identities and gain an understanding of their heritage and how that fits into the wider world.

History at Holly Hill promotes key British Values; democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. Pupils develop an ability to take part in a democratic society by studying Ancient Greece for example. This enables pupils to understand how, overtime, changes happened and to evaluate their impact. By introducing and looking at the achievements of significant British people in Key Stage 1; Grace Darling, Samuel Pepys, Jayne Torvill, Christopher Dean and Rebecca Adlington. It is key to developing the pupil's understanding of world History and local History. Teaching pupils to respect and value diversity is encouraged in the day to day teaching and learning through showing respect for different viewpoints and ideas as well as in the ability to work effectively together both individually and in groups.

## **2. Implementation**

### **Teaching and Learning**

Because at Holly Hill Primary and Nursery we understand that learning takes place when there is a change to long-term memory, we outline the key knowledge for a unit of work on a knowledge organiser. In History key knowledge is knowledge that relates directly to the National Curriculum attainment targets. Progression of skills is mapped out using a skills ladder.

History will be taught by a qualified teacher who has planned, resourced and fully understands how to deliver the lessons to meet all pupils' needs and abilities. A unit of History lessons take place for a half term, two / three times a year which links to the year groups topics/knowledge organisers. History is delivered at least once a week in an afternoon session. The national curriculum/EYFS curriculum along with focus skills ladders are used to plan, teach, assess and monitor pupils' learning. The focus skills ladders have been chosen to ensure clear progression and coverage over the different year groups.

An effective teaching sequence for historical enquiry is as follows:

1. Provide evidence (authentic artefacts)
2. Challenge pupils to generate questions about the artefacts
3. Encourage pupils to suggest answers giving reasons for their choices
4. Provide pupils with further evidence and explanations
5. Challenge pupils to come up with further evidence based on the artefacts
6. Ask pupils if there are any other questions they want to find out about?

The following teaching methods; modelling timelines, call and response with historical facts, and practical research are effective in History. The essential elements of every History lesson will start with a focus on a timeline linked to the events and era being taught and end the lesson with a quiz to check the key facts and knowledge learnt in the lesson. The key resources used are timelines to secure chronological understanding, authentic artefacts to bring the topic to life and technology to complete historical research. Primary sources such as; diaries, newspaper articles, transcripts of speeches etc and secondary sources such as; biographies, fact files, non-chronological reports etc not only provide pupils with an opportunity to develop their reading skills but to also gain evidence and support research. A timeline should be visible in every classroom which can be added to throughout the year to give the children a framework for understanding and organising the historical period: when it all happened, what happened at that time (the key events), how things developed or stayed the same (change and continuity) and the sequence of events.

### SEND

#### Sensory, Physical and Medical

In History barriers could include sound and light issues, seating, resources and displays. To support children with Sensory, Physical and Medical needs in History strategies could include; Interactive whiteboards are non-reflective to reduce glare. Pupils' seating and the main board position are planned for the shape of the room. Pupils can see and hear clearly, as necessary (the teacher, each other, and the board/TV/screens). Seating allows all pupils in the class to communicate, respond and interact with each other and the teacher in discussions. There is room for pupils with mobility difficulties to obtain their own resources, equipment and materials. Resources are accessible, e.g. within reach, and labelled clearly to encourage independent use, e.g. using images, colour coding, large print, symbols, Braille, as appropriate. Displays are accessible, within reach, visual, tactile, informative, and engaging.

#### Cognition and Learning

History lessons involve a lot of abstract thought and for pupils to consider complex ideas. A lot of reading and writing is often required in History lessons which can also be a barrier to learning. To support children with Cognition and Learning needs in History, strategies could include differentiated objectives and the use of skills ladders to differentiate for pupils. Pupils' preferred learning styles are identified and built on using a multi-sensory approach: E.G summarising ideas in pictures; modifying visual sources to show changes, comparing visual sources from different times, explaining patterns in graphs, using visual timelines, using or presenting information in tables or diagrams, rather than unbroken text, storyboarding text. Written sources could be converted to an auditory form. Emotive auditory sources can be used to engage and motivate all pupils, e.g. Churchill's wartime speeches or the memories of those evacuated in WWII and radio documentaries. Providing activities that require movement for pupils who learn best through doing and for pupils who find it difficult to sit still for long periods; role-play and card sorting. Using pictures and symbols to illustrate abstract, new or historical concepts.

#### Social, Emotional and Mental Health

In History barriers could include unfamiliar learning environments and the historical learning content. To support children with Social, Emotional and Mental Health needs

in History strategies could include; preparing pupils for visits and trips using photographs, videos, artefacts etc, so that pupils are not worried about unfamiliar situations.

Sensory breaks may need to be considered if pupils are sensitive to the historical content through their personal lived experiences.

### Communication and Interaction

In History barriers could include peer relationships, group work and discussion, teachers' communication, pupils' communication and pupil-teacher interaction. To support pupils with Communication and Interaction needs in History strategies could include; using mixed-ability grouping or pairing. The transition from whole-class to group or independent work, and back, is clearly signalled. The language necessary for whole-class discussion work may be a barrier for pupils who find it difficult to express themselves so paired and small group discussions will provide an effective opportunity for them. Pupils being assigned specific roles (e.g. chair, writer, reporter, observer) is effective for collaboration and engagement. Language needs to be clear, unambiguous and accessible. Key words, meanings and symbols being highlighted, explained and written up, or available in some other way. Instructions are given clearly and reinforced visually, where necessary. Wording of questions is planned carefully, avoiding complex vocabulary and sentence structures. Questions are prepared in different styles/levels for different pupils – careful preparation ensures all pupils have opportunities to answer open-ended questions. Alternative communication modes are used, where necessary, to meet pupils' communication needs, e.g. signing, Braille. Text, visual aids, etc are checked for clarity and accessibility. For example, some pupils might require adapted printed materials (font, print size, background, Braille, symbols); some may require simplified or raised diagrams or described pictures. Alternative communication modes, such as sign or symbol systems, are encouraged, and pupils' contributions are valued. Discussion of experiences and investigations are encouraged to help pupils understand them. Think-pair-share is a useful technique for promoting speech in History lessons: think – give pupils initial time to think and jot down some thoughts, pair – they share their thoughts with a partner and share – they share their ideas with the class. Additional adults can be utilised to prepare pupils to contribute to feedback sessions, where necessary.

### 3. Impact

#### Assessment

In History we ensure progression through the use of knowledge organisers, skills ladders and National Curriculum expectations.

In History we assess the children formatively with key knowledge reviews and quizzes, observations and the implementation of the feedback policy. Each lesson in a sequence begins with a 'knowledge check up', which provides opportunity for pupils to recall the key knowledge from the previous lessons in that unit.

In History we assess the children at the end of each unit. Assessment judgements are based on the evidence of knowledge in the child's 'end point'. In History an end point could be a final product, a written piece, double page spread, video, presentation.

Staff will use their assessment judgements to complete an evaluation of the learning in that unit, which is submitted to the subject leader. Where gaps or issues have been identified these will be acted upon through adaptation of later units, adaptation of planning and further knowledge reviews.

## **Monitoring and Evaluation**

- Evidence of work can be found in a pupils' Humanities book (KS2), shared subject book (KS1) and Learning Journal/ Tapestry (EYFS) which they keep for two years across the key phase.
- Subject leaders will use a combination of evidence from book looks, learning walks, environment checks and end of unit data to monitor the standards in their subject and inform the action plans for curriculum development.
- Subject leaders will use the unit evaluations to inform their action plans, look at CPD offer and identify which pupils may require additional support.

## **What does the impact of History look like at Holly Hill?**

- Based on intent, children can:
- By the end of EYFS pupils will be able to talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
- By the end of KS1 pupils will know about changes within living memory by looking at toys in the past and seaside in the past. Know events of the Great Fire of London beyond their living memory which is significant nationally. Know about the life of Queen Elizabeth II who has contributed to national and international achievements. Know about their own locality of Selston.
- By the end of KS2 pupils will know changes in Britain from the Stone Age to the Iron Age, the Roman Empire and its impact on Britain, Britain's settlement by Anglo-Saxons and Scots, the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor and a local History study on Cresswell Craggs. A study on Crime and Punishment in the 19<sup>th</sup> Century, the Blitz (WWII) and the Holocaust extending chronological knowledge beyond 1066. The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt. Study Ancient Greece - a study of Greek life and achievements and their influence on the western world and a study of Baghdad - a non-European society that provides contrasts with British History.

**Written and approved: September 2023**

**To be reviewed: September 2024**