



Manor Hall  
Academy Trust

# Manor Hall Academy



History POLICY and Review

## CICELY HAUGHTON SCHOOL

Building Relationships

Celebrating Success

Promoting Change



## Introduction

- THIS DOCUMENT IS a statement of the aims, principles and strategies for teaching and learning of History at Cicely Haughton School.
- THIS POLICY WILL BE REVIEWED in the Spring 2023. A schedule for the review of this has been set for a one year period.

## What is History?

- HISTORY is the study of the past, involving the study and interpretation of the record of human societies.

## Aims

History teaching offers opportunities to:

- Develop children's sense of identity through learning about the development of Britain, Europe and the world;
- Introduce children to what is involved in understanding and interpreting the past;
- Develop children's ability to study evidence (artefacts, written, pictorial, primary and secondary evidence), and to ask questions and make enquiry.

## Principles of the teaching and learning of History

- HISTORY IS IMPORTANT because:
  - It is a body of knowledge essential to our understanding of the development of the past and modern societies.
  - Children develop language skills through talking about their work and presenting their own ideas using sustained and systematic writing of different kinds.
  - Children learn about the experiences of people in the past, and why they acted as they did.
  - Children learn how people in the past changed the societies in which they lived.
  - Children develop an understanding of right and wrong and the ability to handle moral dilemmas in a responsible way.



- HISTORY IS A FOUNDATION SUBJECT in the National Curriculum. The fundamental skills, knowledge and concepts of the subject are set out in "National Curriculum in England: history programmes of study".

How Design and Technology links to the whole School Intentions

## Our Intentions

### Pupils leave with:

- with improved positive physical and mental health
- with life skills enabling them to access the world around them
- as enriched individuals
- with improved self-regulation
- with improved independence
- as responsible and respectful citizens

<b>Intent</b>	
How is our school's <b>intent</b> represented throughout the curriculum for this subject?	<p><u>With improved positive physical and mental health</u> Physical – going out on trips</p> <p><u>With life skills enabling them to access the world around them</u> Children are developing skills and building on knowledge to access the world around them</p> <p><u>As enriched individuals</u> Knowing more about the world we live in and what's around them</p> <p><u>With improved independence</u> Working on their own/researching</p> <p><u>As responsible and respectful citizens</u> Understanding our planet and learning through geography, understanding what has happened previously, how our world has changed through history respecting others</p>

## **Strategies for the teaching of History**



- THE HISTORY CURRICULUM IS ORGANISED on a topic-based programme using Twinkl
- A variety of teaching strategies is used to ensure a flexibility of approach can be maintained.
- The delivery of schemes relies primarily upon thinking skills, speaking and listening skills and fact acquisition.
- Discussion is encouraged as is the acquisition of appropriate historical vocabulary.
- All teaching is done by the Class Teacher and Teaching Assistant.
- Pupils with learning difficulties receive extra support in the classroom from Teaching Assistant when appropriate:
  - In the preparation of history lessons attention is given to differentiation and the matching of teaching and learning strategies to enable all pupils to participate fully and achieve success
- EXCELLENCE IN HISTORY IS CELEBRATED in display and performance, including:
  - Praise and commendation from individual staff and peers
  - Work is displayed in class and throughout the school

#### How is the Nurture Curriculum Implemented?

### Implementation

How is the subject timetabled? How do we know this happens?	Timetabled through topic sessions on planning – evidence of work is displayed in the children's topic folders, Staff have timetabled slots on their class timetables, identified as topic work.



How is the subject mapped out? How are we ensuring coverage?	Mapped out via the plan bee and Twinkle topic planning. Each topic has a range of lessons that meet the objectives for the year groups being taught – Teacher's also use their assessment booklet to plug gaps/ensure coverage for the ability that the children are working at.
Can we see progression across the school within pupils' books?	Can struggle due to when children first start the school and what they have/haven't learned in their previous settings. Topic files will show the children's development and achievements throughout the years.
How is assessment used to impact learning? How do we know it is accurate?	Assessment follows the EAZ style of assessment and is completed for each topic as an overview for the next class teachers – there is also an end of Key stage Key skills identifier which teacher's will highlight at the end of the year to identify to the next teacher where the children are in the subject academically.
How confident are staff with the subject? How do we know?	Plan Bee and Twinkle supports staff to present the work via the powerpoint then also has relevant work to complete alongside with differentiated sheets for the children – teacher's feel confident enough to change work to suit the ability of the children and ensure that it matches the Key Stage progression.

### Strategies for Ensuring Progress and Continuity

- PLANNING IN HISTORY is from Twinkl adapted to high quality resources and meets the needs of National Curriculum.
- THE ROLE OF THE HISTORY CO-ORDINATOR is to:
  - Direct policy development and produce schemes of work designed to ensure breadth of study in line with requirements of National Curriculum.
  - Monitor progress in History and advise teachers on action needed.
  - Take responsibility for the purchase and organisation of central resources for History.
  - Keep up-to-date with developments in History education and disseminate information to colleagues, as appropriate.



- FEEDBACK TO PUPILS about their own progress in History is achieved through the marking of work.

### Health & Safety :

#### ■ HEALTH AND SAFETY ISSUES

- There are no specific Health and Safety issues in History.
- Field trips and visits have a high level of staff supervision and safe working practices are observed at all times.

### Equal Opportunities and Special Needs:

History is for ALL children at Cicely Haughton School

Staff will work closely with individual children, encouraging, modelling, assisting their development of skills, achieving the task etc. Whilst staff will not do the work for the children there is always a delicate balance of when to step in and assist those children who are trying but for whatever reason not succeeding in the task.

### Effective marking

- Aims to help children learn, not to find fault, and comments aim to be positive and constructive.
- Is often done while a task is being carried out through discussion between child and teacher
- Of written work is used sensitively and with discretion so that a child can assimilate a limited number of corrections at one time - this will vary according to age and ability. FORMATIVE ASSESSMENT is used to guide the progress of individual pupils in History. It involves identifying each child's progress in each aspect of the subject, determining what each child has learned and what therefore should be the next stage in his learning. Formative assessment is mostly carried out informally by teachers in the course of their teaching.

Suitable tasks for assessment and future discussion will include:



- Small group discussions perhaps in the context of a practical task.
- Specific assignments for individual pupils (written/spoken/pictorial).
- Individual discussions in which children are encouraged to appraise their own work and progress; this may be done in groups or pairs when collective tasks have been undertaken.

#### Strategies for Recording and Reporting

- RECORDS OF PROGRESS IN HISTORY kept for each child will contain
    - A history folder of work, dated and annotated with teacher comments and containing the terms work which shows achievement and progress.
    - FORMATIVE ASSESSMENT is ongoing.
  - RESOURCES IN HISTORY are the responsibility of the History Coordinator.
  - THE LIBRARY has a range of historical-based material to be used for pupil's personal interest topics and there is also a visiting library subject to requirements.
- HEALTH AND SAFETY ISSUES
    - There are no specific Health and Safety issues in History.
    - Field trips and visits have a high level of staff supervision and safe working practices are observed at all times.

#### How do we measure the Impact of the History Curriculum?

Impact	
Do all groups have equal access to the curriculum? How do we know?	Yes – all groups have a timetable of topics to cover –



How does varying staff confidence impact on the curriculum?	Plan Bee and Twinkle follows the same structure for each topic making teaching as 'similar' as possible throughout the school. Learning objectives within these schemes are used to plan the whole of the topic for the teacher or it is used as a basis and teacher's adapt and amend the work to suit the individual needs of the children.
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## Things to celebrate

- Plan Bee and Twinkle provide easy to follow learning objectives
- Teaching is similar due to following scheme, children feel confident with the work and following the powerpoint
- Children are receiving lessons that build on their knowledge of a topic rather than separate one off lessons.
  - Children are more engaged in these lessons when they are learning throughout a whole term.
    - Taking them to different places.

*The school has achieved dyslexia friendly full status and as such will give due regard to dyslexia friendly strategies and objectives.*



## Progression of Skills

	Year 1	Year 2
Learning	<ul style="list-style-type: none"><li>- place known events and objects in chronological order</li><li>- Sequence events and recount changes within living memory</li><li>- Use common words and phrases relating to the passing of time</li><li>- Understand key features of events</li><li>- Identify some similarities and differences between ways of life in different periods</li><li>- relate his/her own account of an event and understand that others may give a different version</li><li>- find answers to some simple questions about the past from simple sources of information</li><li>- describe some simple similarities and differences between artefacts</li><li>- sort artefacts from 'then' and 'now'</li><li>- ask and answer relevant basic questions about the past</li><li>- talk, draw or write about aspects of the past</li></ul>	<ul style="list-style-type: none"><li>- Speak about how he/she has found out about the past</li><li>- Record what they have learned by drawing and writing</li><li>- Show an awareness of the past, using common words and phrases relating to the passing of time</li><li>- describe where the people and events he/she studies fit within a chronological framework and identify similarities and differences between ways of life in different periods</li><li>- Use a wide vocabulary of everyday historical terms</li><li>- ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events</li><li>- Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented</li><li>- describe changes within living memory and aspects of change in national life</li><li>- describe events beyond living memory that are significant nationally or globally e.g. the Great Fire of London, the first airplane flight or events commemorated through festivals or anniversaries</li><li>- discuss the lives of significant individuals in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods e.g. 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>- Describe significant historical events, people and places in his/her own locality</li></ul>



	Year 3	Year 4
Learning	<ul style="list-style-type: none"><li>- Use an increasing range of common words and phrases relating to the passing of time</li><li>- Describe memories of key events in his/her life using historical vocabulary</li></ul>	<ul style="list-style-type: none"><li>- Place some historical periods in a chronological framework</li><li>- Use sources of information in ways that go beyond simple observations to answer questions about the past</li><li>- Communicate his/her learning in an organised and structured way, using appropriate terminology</li><li>- Use historic terms related to the period of study</li><li>- Understand that sources can contradict each other</li><li>- Use a variety of resources to find out about aspects of life in the past</li></ul>
	Year 5	Year 6
Learning	<ul style="list-style-type: none"><li>- Use dates to order and place events on a timeline</li><li>- Give some reasons for some important historical events</li><li>- Make comparisons between aspects of periods of history and the present day</li><li>- Understand that the type of information available depends on the period of time studied</li><li>- evaluate the usefulness of a variety of sources</li><li>- Compare sources of information available for the study of different times in the past</li><li>- Present findings and communicate knowledge and understanding in different ways</li><li>- provide an account of a historical event based on more than one source</li></ul>	<ul style="list-style-type: none"><li>- describe a chronologically secure knowledge and understanding of British, Local and World history, establishing clear narratives within and across the periods he/she studies</li><li>- Not connections, contrasts ad trends over time and show developing appropriate use of historical terms</li><li>- Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance</li><li>- Construct informed responses that involve thoughtful selection and organization of relevant historical information</li><li>- Understand how our knowledge of the past is constructed from a range of sources</li><li>- Make confident use of variety of sources for independent research</li><li>- Use evidence to support arguments</li></ul>
	End of Key Stage 2 objectives and contexts	



**Learning**

- Describe changes in Britain from the Stone Age to the Iron Age
- Describe the Roman Empire and its impact on Britain
- Describe Britain's settlement by Anglo-Saxons and Scots
- Describe the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- Describe a local history study
- Describe a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- Describe the achievements of the earliest civilisations – an overview of where and when the first civilisations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- Describe a study of Ancient Greek life and achievements and their influence on the western world
- Describe a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300