



# History Policy

KIBBLESWORTH ACADEMY

May 2021

Approved by:	Date: 24.5.21
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Subject co-ordinator:	Chloe Shaw
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Link Governor	
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Last reviewed on:	Summer Term 2021
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## Big Curriculum Ideas

We believe that children deserve a balanced curriculum that enables them to develop a deep understanding of all subjects and the connections between them.

The rationale for our curriculum takes the form of 10 big ideas that provide a purpose for the aspects, skills, knowledge and contexts chosen to form the substance of the curriculum.

Primarily, the following big ideas are woven throughout History at Kibblesworth Academy.



Understand the visual, cultural, social and environmental aspects of different places around the world.



Understand how and why things are the same or different.



Understand what it means to be human, and the cause and effect of human behaviour.



Understand why and how things have changed over time.



Understand why significant people, places, events and inventions matter.



Understand the importance of asking questions, formulating hypotheses, gathering information and analysing evidence.

## SMSC Statement

At Kibblesworth Academy we recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. We therefore aim to provide an education that provides pupils with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive, caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of the cultures. History plays an important role in delivering this objective.

## Spiritual, Moral, Social and Cultural Development through Religious Education

History provides opportunities to promote the following: -

**Spiritual development:** Enjoy learning about oneself, others and the surrounding world; use imagination and creativity and reflect on experiences through:

- Explore chronology and their place in history
- Discover how past and present is interconnected
- Explore how beliefs and perspectives have changed over time
- Understand how people's beliefs have shaped their actions – e.g. Mayan blood sacrifices

**Moral development:** Recognise right and wrong and respect the law; understand consequences; investigate moral and ethical issues and offer reasoned views

- Explore choices and consequences that affect social change – e.g. Slave Trade Act 1807
- Develop a better understanding of how moral issues and decisions affected history through the use of drama, roleplay, stories and pictures
- Explain opinions of how choices people made were either right or wrong
- Understand how people in the past have been treated unfairly – e.g. Native Americans

**Social development:** Use a range of social skills to participate in the local community and beyond; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict.

- Visit historical places and take an active part in workshops
- Express opinions based on historical evidence and respect the opinions of others
- Collaborate and learn from others
- Understand how laws and rules have changed over time to protect and improve life for different groups of people
- Investigate aspects of local history

**Cultural development:** Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in cultural opportunities; understand, accept, respect and celebrate diversity.

- Visit and research historical places and heritage sites
- Visit museums and explore historical artefacts
- Research and explore ancient civilisations from around the world
- Research conflicts within different societies and attempts that have been made to resolve them – e.g. William Wilberforce and the abolishment of slavery; Rosa Parks and human rights

## Fundamental British Values in History

History has a role in delivering the school's objectives relating to Fundamental British Values (FBV)

**Democracy:** A system where everyone plays an equal part.

- Investigate how democracy and democratic decisions have influenced history
- Understand how and why democracy has failed – e.g. dictatorships (Hitler) or has been misused
- Make decisions and come to conclusions using historical evidence
- Explore the consequences of decisions made by individuals or groups of people

**Rule of Law:** The principle that all people and institutions are subject to and accountable for their actions and behaviour.

- Research and understand how rules of law influenced or caused historical change – e.g. the Factory Act 1833; 1918 Representation of the People Act

**Individual liberty:** Being free to express views or ideas.

- Explore how historical figures expressed their views and how their beliefs influenced history – e.g. Hitler and Rosa Parks
- Explore where individual liberty has been oppressed and the effect that it had on different groups of people
- Express a view on a sensitive or controversial issue
- Investigate ideas that interest them

**Tolerance and respect:** The ability or willingness to respect and tolerate the opinions or behaviour of others.

- Listen to and respect the views of others
- Understand that a different view is equally valid
- Explore how prejudice and discrimination had influenced history and affected groups of people

## Document Purpose

Children at our school value the role History plays in their lives and consequently achieve well in this subject. This document reflects our values and philosophy in relation to the teaching and learning of History. It sets out a framework within which both teaching and non-teaching staff can operate and gives guidance on planning, teaching and assessment.

The policy should be read in conjunction with the Cornerstones scheme of work which can be used as a springboard to develop the individual teacher's ideas in a personal way, knowing they are within the school's guidelines. It should also be read in conjunction with the History National Curriculum.

## Audience –

This document is intended for:

- All teaching staff and staff with classroom responsibilities
- School governors
- Parents
- Inspectors

Copies are provided to school staff and governors. The policy is also available from the subject area of the school website to ensure accessibility to visiting teachers. We believe it is important to help parents understand the curriculum and become involved in children's learning. Therefore, a copy is available for parents on request, and the general aims communicated to parents via the school website and also through the unit overview sheets sent out to parents at the start of each half term.

## Subject Aims

A high-quality history education helps pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. Our history curriculum is carefully sequenced and planned to inspire pupils' curiosity to know more about the past. Within it, pupils are taught 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.

When designing our history curriculum, we ensured it was aligned with our overarching pedagogy and principles. For example, we wanted to ensure it was knowledge rich, but also retain the engagement, innovations and expression that are core to all elements of our wider curriculum design. Not only is it key that the children are given the chance to study in depth the major historical periods from the Stone Age to 1066, but that they are given the chance to study aspects of history beyond those time periods, whilst still retaining a clear understanding of chronology and where the content fits into the broader historical landscape.

To support this, significant aspects of the history of Britain and the wider world are interwoven into these units of study. The nature of ancient civilisations, and the concepts of empire, invasion, and war are all studied across a range of periods, giving the children a perspective of change over time. For example, the concept of empire is introduced in Year 2 in our “Magnificent Monarchs” unit, where the children learn about Queen Victoria. Empire is then taught and explored in Year 4 during “I warrior” where the rise and fall of the Roman Empire is studied. Pupils then go on to learn more about the consequences of imperialism and empire building in Year 6 in the “Maafa” and “Britain at War” units.

## Aims and Objectives

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.

Our aim is for the History curriculum reflect those of the National Curriculum.

We aim for pupils to:

- Understand the history of Britain as a coherent, chronological narrative, from the earliest times to the present day
- Understand how people’s lives have shaped Britain how it has influenced and been influenced by the wider world
- Know and understand significant aspects of the history of the wider world including 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
- Understand 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

## Feedback and Marking

Children evaluate their own work and are encouraged to consider their work objectively. Children are given the opportunity for their work to be displayed around school. We assess the skills and knowledge related to

their work through our Foundation subject tracking system embedded within Curriculum Maestro, where we record their competence relating to learning objective for each lesson or series of lessons.

Feedback is also given against agreed success criteria during lessons, allowing the children to make instant improvements to their work. Book plates are added to the beginning of each topic and marked to reflect the current marking policy.

Evidence of work should be retained in individual History books, which will continue with the children across their current phase. New books will be issued to children in Year 1, Year 3, and Year 6, and of course at other times if books are filled.

A sample of books, including books from children who are viewed as gifted, will be retained as a record of work completed and to act as a reference to support future planning.

## Resources

A central bank of resources are currently stored in Year 1 cupboards. These include Ancient Greece, Egyptians, Tudor and local history and documents. We also have access to Beamish Museum learning artifacts and membership to Box of Delight at Tyne and Wear museums for further resources and artifacts. Additional resources specific to class topics are stored in topic resource boxes within classrooms. These include topic books of interest, photos and knowledge organisers.

## Planning, Progression and Continuity

Planning is split between each Key stage with their own objectives. Early Years use the EYFS framework from which planning is based on children's interests, themes and also to address any gaps in learning. Provocations and directed tasks make sure that children progress within 'The World' area of learning and cover all aspects within their stage of learning and onto the Early Learning Goals.

History skills and knowledge are detailed for each year group within the Maestro curriculum. The projects allow children to learn and revisit previous skills with full coverage of the National Curriculum. There are opportunities to revisit skills within other topics not solely history focused. Progression is clear within the Maestro website and can detail previous skills required to support the new learning within a lesson.

Teachers and subject coordinators make use of this to highlight gaps in learning from the previous year, even down to a specific child.

We also plan opportunities at the beginning of every history lesson to recap on previous learnt time periods and using a timeline to see where the current studied time period fits, in the British/World history. Children will also be able to retain these facts in the idea of a history sentence stem e.g. "The Romans were before the Anglo Saxons but after the Iron Age." Our history programme of study allows each year group to form a chronological trail starting from Year 3 and studying the Stone Age continuing onwards to World War 2 in year 6. To further enhance the study of history and make purposeful links, comparisons and connections, there will be key threads relating to- empire, invasion & migration, childhood & family. The threads will be revisited in each relevant topic and provide a link to previously studied periods to compare and contrast. The threads will either be within lessons in the topic or given as a pre-planned background lesson for the class. The threads help children gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; and between short- and long-term timescale. As part of our ongoing studies, the children will also be given the opportunity to study significant people from different eras of history, looking at the impact of race and gender on their contributions to history, for example, Mary Anning as a female palaeontologist.

'Sticky facts' will also be an important part of historical understanding and children will retain historical knowledge relating to dates, significant people and key facts long after the time period has been taught. This will be through lesson recaps using timelines and discussions, links to key threads, pop quizzes and keystone quiz challenges.

## Recording work

Within Early Years, observations are noted, assessed and placed in the child's learning journey. The observations are based on the children's learning both in teacher directed activities and child-initiated learning and within the indoor and outdoor environment.

Within KS1 and KS2 children will use their history book to record work. History books will contain various methods of recording work which reflect the topic and skills taught.

- Timelines should be clear, show development of skills and created on blank paper, attached to book page. Vertical or horizontal formats can be used.
- Timelines should use BCE and CE as abbreviations to replace BC/AD
- Diagrams are created on blank paper where possible

## Classroom Organisation and Teaching Style

Class teachers are responsible for their own class organisation and teaching style in relation to History, while at the same time ensuring these complement and reflect the overall aims and philosophy of the school.

In classes children are taught in a variety of ways:

- Individually
- In groups – (mixed or by ability)
- As a class - where introduction, demonstration and discussion are appropriate.

## Differentiation

Our Programme of Study for History uses a broad range of resources and ways of recording. Lessons are adapted to the needs of the child and support can be given through adjustment to methods of recording or to adult/peer support in using resources. Children who are More Able will be given opportunity to be challenged and to focus on topics and skills in detail.

## Equal Opportunities

All teaching and non-teaching staff at Kibblesworth Academy are responsible for ensuring that every pupil, whatever their ability, should have the opportunity to experience success in learning at the highest possible standard.

We aim to identify and minimise barriers to learning and take account of gender, ability, disability, social, cultural, and linguistic background when planning lessons. Provision is made to enable all pupils to participate effectively in curriculum and assessment activities.

In History we will provide opportunities for children to explore a diverse range of people's experiences. In focus of ethnicities, we investigate different ethnicities at different times including black presence in Roman times and World War 2 as well as the abolition of the Slave Trade. In gender we will investigate the different roles of men and women at different times in the past including Ancient Greece, Roman Empire and World War 2. We will also look at the experiences from rich/powerful to poor societies – Ancient Greece, Vikings and make contrasts and comparisons. We will also include different peoples experiences in different contexts for example the impact of Vikings from the Vikings point of view as inhabitants on 'these islands.' We will also challenge stereotypes such as did all the men have to fight in World War 2. We will also challenge perceptions of the world from Britain including earlier civilisations out of Europe and other societies developing around the world.



## Oracy in History

Oracy is an important part of History and is viewed as an equal part of learning as much as written content. Opportunities will be used to develop skills using oracy activities rather than rely on answering questions posed by teachers as a speaking element. Children will have opportunities to voice and defend opinions, think for themselves and to listen critically and discuss the impact of historical changes on modern day. Through an oracy focus on History, children will build confidence in discussion on historical evidence and have confidence to challenge views either historic or current, as well as challenge bias. Learning should have some focus on oracy activities, and they are encouraged to be used in class within groups and wider audiences.

## Special Educational Needs (SEN)

Lessons in History are designed to be inclusive to all pupils. Teachers should plan with focus on Individual Learning Plans so that SEND children can access all parts of the lesson.

If communication is a barrier to learning be it orally or through written work. Children should have access to technology to support their learning through audio buttons, computer software (Clicker 6) or narrating apps such as 'Seeing AI'.

Support for children who need tasks broken down can be used through 'now and next boards' or 'task manager boards'.

During fieldwork and historical enquiries, thought must be given on accessibility to areas studied and may require parallel activities such as cameras or live feeds via devices.

## Every Child Matters

Some children will always require extra help because of the disadvantages they face. The key is to ensure children receive support at the first onset of problems and to prevent any children slipping through the net.

**Enjoying and achieving:** Getting the most out of life and developing the skills for adulthood.

**Making a positive contribution:** Being involved with the community and society

**Economic well-being:** Not being prevented by economic disadvantage from achieving their full potential.

## Gifted and Talented

The words "gifted" and "talented" can be used in many different ways. The Department for Education and Skills uses the following definitions:

**Talented** – the top 5 – 10% of pupils per school as measured by the actual or potential achievement in English, Maths, Science, History, Geography, Modern Foreign Languages, RE, ICT or Design and Technology.

**Gifted** – The top 5-10% of pupils per school as measured by actual or potential achievement in the subjects of Art, Music, PE or the Performing Arts. However, one element of this description should be emphasised. It is the top 5-10% of pupil per school, regardless of the overall ability profile of pupils.

Pupils who are More Able and Gifted in History are likely to:

- Show particular skill at inference and deduction, synthesise information well and draw inferences and conclusions from a range of sources of evidence, use subject-specific vocabulary confidently
- Establish, follow and contribute well to a line of argument or enquiry both independently and in discussion making relevant contributions and substantiating points with evidence
- Understand complex source materials with growing independence and question subject matter in a challenging way.
- They may have an extensive general knowledge, including a significant amount of historical knowledge which can be easily recalled



- Develop with ease a chronological framework (schema) within which to place existing and new knowledge
  - Demonstrate a strong sense of period as a result of study
- They may be intrigued by the similarities and differences between different people's experiences, times and places and other features of the past
  - Thrive on controversy, mystery and problems of evidence
  - Refer to prior learning without prompting, spotting irrelevance and anticipating future connections

**Parents and Carer feedback** – A student might have interests outside of school that teachers are unaware of. Parents should be invited communicate this information to teachers. Equally pupils should be encouraged to identify their own individual strengths and weaknesses.

- **What support should More Able and Talented pupils be given:** Once the More Able have been identified, our school will begin a coherent and consistent provision strategy. This will usually involve a combination of the following methods of support:
- **Enrichment:** This is when a student is encouraged to go beyond the usual limits of a subject or topic. Enrichment activities include contacts and discussions with local museums and historians regarding exhibitions or new developments such as the 1950's town in Beamish and using houses from Kibblesworth recreated within the town. We would also encourage all of our gifted historians to take part in any history themed competitions, both inside school and beyond.
- **Extension:** This is when students are given activities that develop higher order thinking skill and working practices. Extension activities help students to work with greater autonomy and self-discipline. Giving children enquiry questions in history lessons will encourage high order thinking and opportunities to ask sophisticated questions of their own. Children can also have opportunities to use resources created for older pupils such as National Archives which encourages methodology similar to an historian. They can also reflect on their own learning and create own questions and lines of enquiry adding to the concept of pupil voice.

## Health and Safety

See whole school health and safety policy.

The class teacher throughout the Programs of Study should deal with health and safety issues accordingly. This may mean that introducing key points at the beginning of a Scheme of Work, or where appropriate, as an integral part of the introduction to a particular lesson. At any point, Health and Safety issues should be reinforced with the class at the discretion of the class teacher. Risk assessments should be made before any historical enquiries are commenced, risks should be highlighted to the class and how to avoid them.

## Visits

Educational visits are strongly encouraged in History. The local area can provide many links to our mining history and the impact on Kibblesworth. We are also fortunate to have historical sites with the Northumberland and Newcastle area to support the study of the Romans as well as local museums and university linked museums to support topics. Visits can also support learning pertinent to the topic studied and may have opportunity to study other cross curricular subjects. Such as Vindolanda and Hadrian's wall in year 4 and the Great North Museum in year 5 as part of their Egyptians topic.

## Expectations

By the end of KS2 it is expected that most children will have –

- A chronically 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, difference, and significance.
  - They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.
  - They should understand the knowledge of our past is constructed from a range of sources.
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- Periods of study
    - Changes within living memory
    - Events beyond living memory
    - The lives of significant individuals in the past who have contributed to national/international achievements
    - Significant historical events, people and places in their locality
    - 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
    - A local history study
    - A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
    - The achievements of earliest civilisations
    - Ancient Greece
    - A non- European society that provides contrasts with British history