

# History Policy



DANE ROYD SCHOOL

**Review frequency:** Every 2 years

**Approval by:** Standards Committee

**Policy Date:** June 2023

**Review Date:** June 2024

**Lead Personnel:** Bethany Hemingway

### ***Aims which guide our policies and practice***

*As a school, we seek to promote shared moral and ethical values to unite both local and global interests which enable children to become global citizens. Our agreed school aims are:*

- To create a happy and stimulating learning environment, in which each child will develop to their full potential, thereby achieving high educational standards.*
- To develop self-awareness, self-respect and tolerance of others by developing an understanding of the world in which they live.*
- To appreciate human achievements and aspirations; develop aesthetic sensitivity and appreciation; physical ability and co-ordination and a concern for the safety of themselves and others.*
- To prepare children to live and work with others, enabling them to be responsible and caring members of the community.*
- To give children, at the end of their period of primary education, an appetite for acquiring further knowledge, experience and skills, so ensuring they are prepared for the challenges of the next stage in their education.*

*We ensure that all of our policies and practices are guided by these aims and we seek to ensure that they are at the forefront of all that we do.*

## **1. Introduction and Rationale**

As Historians, we want our children to acquire a wide range of skills and strategies to enable them to explore and investigate the History of the world around them as well as our fantastic History curriculum on offer at Dane Royd. At Dane Royd Junior and Infant School, we want children to understand how the world, the United Kingdom and Wakefield has become what is it today by exploring and questioning the past and by understanding the legacy of some of the world's most well-known eras. 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. We encourage children to compare and contrast different experiences across different civilisations and relate this to their lives as children in the 21st Century. Through studying the lives and events of the past, children will develop an empathy and understanding of how history effected different groups in society and consider how the world has changed over time.

## **2. Aims**

At Dane Royd Junior and Infant School our intention is to provide quality teaching and learning of history. We want to inspire in pupils a curiosity and fascination about the past and how this has impacted on their lives today. We aim:

- To promote an interest in the past
- To develop an understanding of events over time
- To learn about the roles that individuals and events have played in shaping modern society as we know it
- To develop an ability to investigate and interpret different versions of past events
- To study historical evidence and learn how to ask and answer questions about the past

- To develop the ability to communicate historical knowledge and understanding using a variety of techniques
- To encourage children to understand other people, their beliefs, thoughts, values and experiences
- To develop an awareness of the world around them
- To develop an understanding of society and their place within it, so that they acquire a sense of their cultural heritage
- To develop a knowledge and understanding of historical development in the wider world
- To promote historical enquiry about key events that have shaped the world
- To be able to compare and contrast between societies, individuals, lifestyles, cultures and beliefs

We also seek to encourage children to develop the following skills:

- Empathy
- Interpretation of secondary and primary sources
- Historical enquiry
- Communicating history in different ways (e.g., dramatically, orally, written, etc.).
- Research
- Curiosity
- Logical thinking
- Investigation
- Chronological Understanding

### **3. Roles and Responsibilities:**

The Role of the History Co-ordinator is:

- Taking the lead in the development, evaluation and amendment of schemes of work, progression documents, policies, and planning as and when necessary
- Acting as a consultant to colleagues on resources, visits, visitors, curriculum changes, classroom teaching and learning ideas
- Monitoring and evaluating pupils' work, pupils' views about the subject, displays and teachers' planning
- Auditing resources and ordering resources when needed
- Keeping up to date with developments in history and disseminating information to the rest of the teaching staff
- Attending relevant in-service training and prompting others about relevant training
- Leading staff meetings where appropriate
- Reporting back to the senior leadership team

Year group teams are responsible for deciding the order in which substantive knowledge will be taught though this is agreed with the Subject Leader. Year groups plan in teams on a two-year rolling planning programme. Each class teacher provides long-term plans, medium-term plans and samples of planning as per the monitoring cycle.

### **4. Aspects:**

Equal Opportunities

- We plan our classroom activities to challenge and involve all pupils appropriately, according to age and capability, ethnic diversity, gender and language background

- We are aware of different learning styles and the need to allow pupils the opportunity to be able to work in their preferred learning styles for some of the time, including; art, drama, role play, multi-media and music.

## Differentiation

At our school we teach history to all children. History forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our history teaching we provide learning opportunities that enable all pupils to make progress from their starting points. We do this by setting suitable learning objectives and activities, in response to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected age-related expectations. We use a range of strategies to support pupils. A few of these, particularly relevant to History are:

- The use of appropriate vocabulary at varying levels of difficulty during lessons
- Modified text passages as expected in other curriculum areas
- Different levels of written or oral questions for pupils investigating photographic or other visual material
- Different activities, based upon the same learning objective, that meet a child's individual needs

## Health and safety:

Any historical visits must follow the schools Health and Safety policy and risk assessment procedures. Teachers are required to complete a full risk assessment using the Evolve Website. These must be then passed to the History CoOrdinator, the Educational Visit Officer and the Head-teacher, who will present the risk assessments to Governors, who will then sign the visit off. Visitors into school must follow the school's safeguarding procedures and provide appropriate risk assessments.

## 5. Planning:

### Cycle A (2022/23):

| Cycle A<br>2022/2023 | Autumn 1                                                                                                                                                                                                                  | Autumn 2                                                                                                                                                          | Spring 1                                                                                                                                                                                                                                                                                                                      | Spring 2                                                                                              | Summer 1                                                                                                                                                                               | Summer 2                                                                                                                                  |
|----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|
| Upper Foundation     | <b>Past and Present:</b><br>Who is in my family?<br>Occupations<br>Family/local<br>community visitors                                                                                                                     | <b>Past and Present:</b><br>Bonfire Night and<br>Guy Fawkes<br>Remembrance<br>Parliament Week<br>Arctic Explorers<br>(Matthew Henson<br>and Ernest<br>Shackleton) | <b>Past and Present:</b><br>Perilous Pirates<br>From Blackbeard &<br>Sir Francis Drake to<br>modern piracy                                                                                                                                                                                                                    | <b>Past and Present:</b><br>The history of our<br>local supermarkets<br>(Co-op, Morrisons<br>and M&S) | <b>Past and Present:</b><br>Mesozoic Era<br>The work of Mary<br>Anning                                                                                                                 | <b>Past and Present:</b><br>Space exploration<br>and people who have<br>changed it<br>(Katherine Johnson,<br>Tim Peake, Alyssa<br>Carson) |
| Key Stage 1          | <b>Wheels and Wings</b><br>The history of<br>transport                                                                                                                                                                    |                                                                                                                                                                   | <b>Fantastic Florence</b><br>The history and<br>achievements of<br>Florence<br>Nightingale's life                                                                                                                                                                                                                             | <b>Step back in Time<br/>to Yesterday's Child</b><br>The history of toys<br>and technology            |                                                                                                                                                                                        |                                                                                                                                           |
| Lower Key Stage 2    |                                                                                                                                                                                                                           |                                                                                                                                                                   | <b>Myths, Mystery and Minotaur</b><br>Understanding the history and impact of<br>Ancient Greek empire on the modern-day<br>western world.<br>Understanding the beliefs, conflicts and<br>laws in the Ancient Greek Empire.<br>Comparing the human and physical<br>geographical features of Greece with the<br>United Kingdom. |                                                                                                       | <b>Wonderful<br/>Wakefield</b><br>A Local History<br>Study                                                                                                                             |                                                                                                                                           |
| Upper Key Stage 2    | <b>Invaders!</b><br>A study into The Vikings and the Anglo-<br>Saxons. Exploring how and why they invaded<br>Britain.<br>Comparing how religion has changed over<br>time under the different invasions and its<br>legacy. |                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                               |                                                                                                       | <b>Peace, Power and<br/>Poppies</b><br>Understanding the<br>history of events<br>which lead to WW2<br>and the effects of<br>the war on people at<br>the time and the<br>legacy of war. |                                                                                                                                           |

## Cycle B (2023/24):

| Cycle B<br>2023/2024 | Autumn 1                                                                                                                                                                                                                      | Autumn 2                                                                                                                                                          | Spring 1                                                                                                                         | Spring 2                                                                                                              | Summer 1                                                                                                                                                                                                                                                                 | Summer 2                                                                                                                                  |
|----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|
| Upper Foundation     | <b>Past and Present:</b><br>Who is in my family?<br>Occupations<br>Family/local<br>community visitors                                                                                                                         | <b>Past and Present:</b><br>Bonfire Night and<br>Guy Fawkes<br>Remembrance<br>Parliament Week<br>Arctic Explorers<br>(Matthew Henson<br>and Ernest<br>Shackleton) | <b>Past and Present:</b><br>Perilous Pirates<br>From Blackbeard &<br>Sir Francis Drake to<br>modern piracy                       | <b>Past and Present:</b><br>The history of our<br>local supermarkets<br>(Co-op, Morrisons<br>and M&S)                 | <b>Past and Present:</b><br>Mesozoic Era<br>The work of Mary<br>Anning                                                                                                                                                                                                   | <b>Past and Present:</b><br>Space exploration<br>and people who have<br>changed it<br>(Katherine Johnson,<br>Tim Peake, Alyssa<br>Carson) |
| Key Stage 1          | <b>Once Upon a Castle</b><br>A study into<br>significant historical<br>events, people and<br>places in our own<br>locality.                                                                                                   | <b>Remembrance</b><br>A study into the<br>significant event in<br>British and global<br>history: WW1                                                              |                                                                                                                                  | <b>Great Fire of<br/>London</b><br>Events beyond living<br>memory that are<br>significant nationally<br>and globally. |                                                                                                                                                                                                                                                                          |                                                                                                                                           |
| Lower Key Stage 2    | <b>The Flintstones</b><br>A study into the<br>changes in Britain<br>from the Stone Age<br>to the Iron Age.<br>Understanding the<br>late Neolithic<br>hunter-gatherers<br>and their<br>settlements for<br>example, Skara Brae. | <b>When in Rome</b><br>How has the Roman<br>Empire left a legacy<br>on the world today?<br>What made the<br>Roman Empire so<br>powerful?                          |                                                                                                                                  |                                                                                                                       | <b>Walk Like an Egyptian</b><br>An in-depth study into the achievements of<br>one of the earliest civilizations, the Ancient<br>Egyptians. Developing an understanding of<br>their impact and legacy on the world today,<br>and their religion, culture, and traditions. |                                                                                                                                           |
| Upper Key Stage 2    |                                                                                                                                                                                                                               |                                                                                                                                                                   | <b>Murderous Mayans</b><br>Understanding a non-European society that<br>provides contrasts with British history - the<br>Mayans. |                                                                                                                       | Up the Chimney's, Down<br>the Mines<br>Local Area Study<br>Coal Mining in the local<br>area and how it has<br>changed since the<br>Victorian period                                                                                                                      |                                                                                                                                           |

## 6. Teaching:

### Foundation Stage

History in the Foundation Stage is taught under the umbrella of 'Understanding the World, Past and Present' from the EYFS. The children are supported in developing the knowledge, skills and understanding that helps them to make sense of the world. The pupils are encouraged to talk about their families and past and present events in their lives. They are beginning to gain knowledge and understanding of the world through:

- Photographs
- Listening to stories and memories of older people
- Role play activities
- Discussing events in the past and their own personal lives
- Sequencing events to gain a sense of time
- Using timelines for their day and lives
- Accessing different objects in their home corner

### Key Stage 1

The National Curriculum Programme of Study at Key Stage 1 focuses on developing children's awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. Children should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at Key Stage 2.

Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, 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]
- significant historical events, people and places in their own locality.

## Key Stage 2

The National Curriculum Programme of Study at Key Stage 2 should continue to allow children to develop a 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 and difference, and significance. Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

- 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 the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- 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.

## Disciplinary Concepts

Disciplinary concepts are the concepts that underpin the study of history. Pupils have to understand these concepts in order to deepen and broaden their knowledge, skills and understanding of History and the world around them. Disciplinary knowledge is knowledge of how historians investigate the past, and how they construct historical claims, arguments and accounts. In every key stage children will be given the opportunity to deepen their knowledge of the following disciplinary concepts:

- Chronological Understanding
- Cause and Consequence
- Change and Continuity
- Historical Interpretations & Significance
- Similarity and Difference (including Diversity)
- Historical Enquiry
- Sources of Evidence

### **First-order concepts**

First-order concepts correspond to historical facts, narratives and content concepts that children have to manage in order to understand history. These are your general themes that Historical periods and events within these periods come under. First-order concepts can be thought of, perhaps, as the labels we give to the 'stuff' that makes up history. They help us to impose meaning and structure onto the past. They are the general bank of knowledge children need. We have grouped these together based on common themes and everything you teach within your History lessons will fall under at least one of these concepts:

- **Exploration, Invasion & Settlement:** explorers and discoveries of new lands, migration of tribes/people, invaders, taking over of new places and settling.
- **Society & Community:** crime and punishment, societal trends/themes, law and order, cultural change, religion.
- **Conflict, Revolution, Disaster & Change:** wars, critical changes in History, historical disasters.
- **Power, Empire & Government:** monarchy, democracy, oligarchy, territories, borders, wealth, crucial/significant leaders.
- **Technological Advancement:** generation of information or the discovery of knowledge that advances the understanding of technology within a specific society or civilisation.

## **7. Assessment:**

### **Recording of History**

Pupils are encouraged to record their work using a variety of methods and therefore communicate their findings to others. These may include written or verbal reports, charts, models, pictures and role play activities. Examples of children's work will be retained to provide evidence of on-going history, including photographic evidence of displays, presentations, visiting speakers and historical visits. This record is in their History and Geography book. Teachers are also encouraged to Tweet historical learning to the class Twitter page and use the #DaneRoydHistory.

### **Assessment**

Children's progress should be monitored through observation, teacher marking, teacher formative assessment and by using planning and learning objectives.

### **Marking**

Feedback to pupils should be provided on their attainment against the objectives of history. Pupils are encouraged to improve their own learning performance through the school marking policy.

## **8. Monitoring and Evaluation:**

History will be monitored throughout the school by the History Co-ordinator who will be responsible for gathering samples of curriculum work. The History Co-ordinator will also monitor history books and schemes of work to ensure that the Programmes of Study are being effectively taught and match the needs and

abilities of the pupils. Lessons ideally will also be monitored to help promote quality of learning and standards of achievement in history. Regular book looks, pupil and staff voice and learning walks will be undertaken by the History co-ordinator.