



History Policy

2020-2023

This policy is reviewed every three years and was agreed by the Governing Body of Chellaston Junior School in Autumn 2020 **and will be reviewed again in Autumn 2023**

Signed: _____ Chair of Governors

Date: _____

Non-Statutory Policy

History Policy

Aims and Vision

Chellaston Junior School



“Together we are **stepping to success**. Together we are **working to achieve our best**.”



Our aim In striving to become an outstanding school, at CJS we will help ALL pupils to be:

- **Successful Learners** who enjoy learning, make excellent progress and achieve very high standards across the curriculum
- **Confident Individuals** who are able to lead happy, safe, healthy and fulfilling lives
- **Responsible Citizens** who make a positive contribution to British and the global society

Curriculum Intent

At Chellaston Junior School, we ask, “**Why?**”. Our curriculum is based on developing enquiring minds.

Through our curriculum, we teach our pupils core knowledge, which then equips them with the ability to showcase their **reasoning** skills. We want our children to ask ‘why?’ and develop their independence and **resilience** to answer their own questions for themselves.

We encourage and foster pupils’ **creative thinking**, allowing them to explore and respond to the world we live in, through the curiosity of asking ‘why?’

At Chellaston Junior School, we never put a ceiling on what pupils can achieve; we stretch them so that each pupil can reach their full potential. We adapt our curriculum to suit the needs of all our learners. Our adaptations allow equality of opportunity for every child; no pupil is left behind.

Curriculum Intent for History

Our teaching and learning in history helps our pupils gain a coherent knowledge and understanding of Britain’s past and that of the wider world. We aim to **inspire pupils’ curiosity and enquiry** to know more about the past. We encourage pupils to **ask perceptive questions**, think critically, weigh evidence, sift arguments, and develop perspective and judgement. We help 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 to understand the present in the context of the past.

2. Teaching

Our teaching in History should:

- Stimulate enjoyment and pleasure

- Help children acquire key subject knowledge
- Develop a child's self-confidence and independence
- Provide a feeling of achievement and satisfaction
- Promote spiritual, moral, social and cultural development
- Promote key skills of communication, application of number, ICT, improving own learning and performance, problem-solving
- Increase powers of concentration, perseverance and self-discipline
- Develop sensitivity, creativity and emotional involvement
- Offer opportunities for problem-solving in creative work
- Provide children with opportunities to look at real life artefacts

Pupils will have the opportunity to work individually, in pairs and in groups. 'Pupil talk' is a central feature of our teaching to ensure that we encourage '**enquiring minds**' and shared '**creativity**'. Curriculum Journey books will be used to record observations and to develop concepts.

Examples of how pupils can be encouraged to ask '**why**' in History lessons:

- Why did life change in the Iron Age?
- How did farming help to reshape society during the Stone Age?
- What impact did the Romans have on the world?
- How effective was Anglo-Saxons justice?
- How did the Anglo-Saxons find out about Christianity?
- Why did the Vikings have such a bad reputation?
- Why did Derbyshire play an important role in the Industrial Revolution?
- How and why did people choose to build factories where they did?
- Do you think the Industrial Revolution would have occurred without the change in transportation?
- How do we know what happened during World War II?
- How did Women's service during World War II inspire their fight for social change and equality?

Following on from their KS1 studies, pupils continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They note connections, contrasts and trends over time and develop the appropriate use of historical terms. They regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They construct informed responses that involve thoughtful selection and organisation of relevant historical information. They understand how our knowledge of the past is constructed from a range of sources.

Pupils will be taught about:

- changes in Britain from the Stone Age to the Iron Age

Examples (non-statutory)

This includes:

- Bronze Age religion, technology and travel, for example, Stonehenge
- Iron Age hill forts: tribal kingdoms, farming, art and culture

- the Roman Empire and its impact on Britain

Examples (non-statutory)

This includes:

- Julius Caesar's attempted invasion in 55-54 BC
- the Roman Empire by AD 42 and the power of its army
- successful invasion by Claudius and conquest, including Hadrian's Wall
- British resistance, for example, Boudica

- Britain's settlement by Anglo-Saxons and Scots

Examples (non-statutory)

This includes:

- Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire
- Anglo-Saxon invasions, settlements and kingdoms: place names and village life
- Anglo-Saxon art and culture
- Christian conversion – Canterbury, Iona and Lindisfarne

- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

Examples (non-statutory)

This includes:

- Viking raids and invasion
- resistance by Alfred the Great and Athelstan, first king of England
- Anglo-Saxon laws and justice
- Edward the Confessor and his death in 1066

- a local history study

Examples (non-statutory)

- a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)
- a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.

- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

Examples (non-statutory)

- changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century

Examples (non-statutory)

- the legacy of Roman culture (art, architecture or literature) on later periods in British history, including the present day
- a significant turning point in British history, for example, the first railways or the Battle of Britain

- 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.

3. Planning

At Chellaston Junior School, learning is planned by the subject leader on a medium term planner from the themes identified in the year group long term plan. Teachers use the medium term plans to deliver the learning opportunities as individual lessons ensuring they cover the skills and knowledge outlined in the National Curriculum.

4. Inclusion

Our school is an inclusive school. We aim to make all pupils feel included in all our activities. We try to make all our teaching fully inclusive. We recognise the entitlement of all pupils to a balanced, broadly-based curriculum. We have systems in place for early identification of barriers to their learning and participation so that they can engage in school activities with all other pupils. We acknowledge the need for high expectations and suitable targets for all children.

4.1 Pupils with Special Educational Needs

Pupils with learning difficulties in History may be supported by a classroom assistant where appropriate. Learning will be differentiated by task but the aim will always be that the outcome, in terms of knowledge acquisition is the same for all pupils. Teachers will seek innovative ways to support less able learners.

4.2 Pupils identified as More Able

Pupils with who are identified as talented in any aspect of the History curriculum will, where appropriate, have their learning experiences extended and enriched by use of the knowledge, concepts and skills from KS3. They will be encouraged to attend suitable out of school activities and bring their own expertise to lessons. The children will be provided with a variety of tasks which are open-ended and can have a variety of responses and also be provided with resources of different complexity.

5. Assessment, Reporting and Recording

5.1 Assessment

Formative assessment is used to identify a child's progress in each aspect of History. It involves determining what each child has learned and what, therefore, should be the next stage of learning. Formative assessment is mostly carried out during the course of day to day teaching and through marking and feedback to pupils. There is no statutory assessment for History at the end of Key Stage Two.

At the end of each unit taught, objectives that have been covered are highlighted on the subject progression map. On the progression map, names are recorded of pupils not yet achieving the objects and any pupils having exceeded the objectives. The subject leader uses this information, alongside scrutiny of work and pupil interviews to complete feedback and action to share with year group teams. This review allows year groups to adapt future planning.

By the end of Key Stage 2, pupils at CJS should:

- 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.

5.2 Reporting

Reporting on History is done annually through a written pupil report to parents. The end of year report is based on the ongoing assessment record kept by the teacher throughout the year.

5.3 Recording

An assessment of learners' skills is recorded on the school's MIS (Integris) is completed and kept as an ongoing record of achievement against the skills taught. This assessment informs the end of year report and is passed on to the next teacher as part of transition.

Recorded evidence and copies of assessment sheets will be monitored by the subject leader and kept as evidence of curriculum coverage and progression.

6 Links across the Curriculum

English

History contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that we use in Reading lessons are of a historical in nature. Children develop through discussing historical questions or presenting their findings to the rest of the class. They develop their writing ability by composing reports, letters and fact files through using writing frames.

Mathematics

History teaching contributes to the teaching of mathematics in a variety of ways. Children learn to use numbers when developing a sense of chronology through doing activities such as time-lines. Children learn to interpret information presented in graphical or diagrammatic form.

Information and communication technology (ICT)

We use ICT in history teaching where appropriate and we meet the statutory requirement for children to use ICT as part of their work in history at Key Stage 2. Children use ICT in history to enhance their skills in data handling and in presenting written work, and they research information using the Internet. Children have the opportunity to use Ipads to record and use photographic images.

Personal, social and health education (PSHE) and citizenship

History contributes significantly to the teaching of personal, social, citizenship and health education. Children develop self-confidence by having opportunities to explain their views on a number of social questions. They discover how to be active citizens in a democratic society by learning how laws are made and changed, and they learn how to recognise and challenge stereotypes. They learn how society is made up of people from different cultures and start to develop tolerance and respect for others.

Spiritual, moral, social and cultural development

When teaching history, we contribute to the children's spiritual development where possible. Children learn about the role of the church in Tudor times and they find out how British society has changed over time. The history programme of study enables children to understand that Britain's rich cultural heritage can be further enriched by the multi-cultural British society of today.

7 Resources

Pupils are provided with a wide range of resources for all history teaching units in school. These resources are kept in a central store where there are boxes of equipment for each unit of work. The library and library services books also contain a good supply of topic books to support children's individual research.

8 Health and Safety

Fieldwork and site visits are an important part of Historical work and school health and safety guidelines will be adhered to at all times.

9 Monitoring and Evaluation

It is the role of the Subject Leader for History to monitor standards and progress in History.

Monitoring and evaluation of History is achieved through:

- Scrutiny of Curriculum Journey books
- Pupil interviews
- Learning walks (where the subject leader has time to do this)
- Giving feedback to teachers
- Analysis of assessment information for all classes and year groups

Equality Statement

At Chellaston Junior School, we actively seek to encourage equity and equality through our teaching. As such, we seek to advance the equality of opportunity between people who share any of the following characteristic:

- sex;
- ethnicity;
- disability;
- religion or belief;
- sexual orientation;
- gender reassignment;
- pregnancy or maternity.

The use of stereotypes under any of the above headings will always be challenged.