



Devonshire Primary Academy History Policy



Implementation Date: October 2013
Adopted by Governors/HT: HT
Last Review date: October 2019
Review Period: 3 Years
Person responsible for policy: Mr Dodding

History Policy

Rationale

This policy details the provision we make for the learning and teaching of History at Devonshire Primary Academy and in particular:

- The value the Academy attaches to the learning and teaching of History and working historically as an entitlement for all our pupils;
 - To provide a framework and terms of reference for all staff engaged in facilitating the learning and teaching of History with our pupils and in particular to ensure consistency of standards across the Academy;
 - How the curriculum is organised to ensure breadth, balance, continuity and progression in subject outcomes;
 - The preferred learning styles we encourage to engage and motivate pupils in History;
 - How the curriculum is organised, monitored and evaluated on a regular and ongoing basis;
 - How pupils are routinely assessed through formative methods against objectives which define the outcomes they will achieve.
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- The Devonshire History assessment sheets used to make summative assessments for children from Year1 to Year 6.
 - To clarify that the implementation of this policy is the responsibility of all staff engaged in the learning and teaching of History.

Purpose

The purposes to this policy are to:

- Highlight the importance and value our Academy attaches to pupils learning History and to developing as young historians;
- Recognise and establish an entitlement to learning and teaching in History for all our pupils as a statutory educational requirement;
- Make explicit our expectations in terms of subject outcomes and performance for pupils in History as they progress through the Academy;
- Ensure continuity and progression in terms of subject knowledge, skills application and the development of appropriate attitudes and values;
- Clarify how we will assess, record and communicate the performance of our pupils in History as they progress through the Academy.

The Value of History within our Curriculum

'Engaging children and young people in investigating questions about people and events in the past helps them to better understand their lives today, the contested nature of knowledge and prepares them for the future as more informed citizens.'

Independent Review of the Primary Curriculum 2009 Final Report

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Engaging pupils with a relevant, exciting and challenging History curriculum which inspires curiosity and is appropriate for preparing them for an adult life in the 21st century is essential since it:

- Helps the learner to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as the challenges of their time;
- Develops skills of critical thinking which means making reasoned judgements that are logical and well thought out and not merely accepting arguments and conclusions as they are presented but having a healthy, discerning and questioning attitude about new information;
Supports the learner to appreciate that all knowledge is socially constructed and its objectivity and reliability is therefore open to challenge and question through asking perceptive questions, weighing evidence, sifting arguments and developing perspective and judgement;
- Builds a sense of identity and belonging on a personal, cultural, national and global level as learners come to appreciate the diversity of human experience and consequently understand more about themselves and as members of society;
- Enables the learner to understand core concepts and most notably cause and consequence, similarity and difference, continuity and change, change and progress/regression, significance, evidence, chronology, empathy, context, diversity, perspective, interconnectivity and validity which have broad relevance and significance in the modern world;

Organisation and Planning

Early Years Foundation Stage (EYFS)

Within the EYFS History is integral to the Early Learning Goal of *Understanding the World* where pupils are encouraged and supported to "talk about past and present events in their own lives and in the lives of family members". In addition, pupils "learn about similarities and differences" in relation to "objects" and "talk about changes" they observe. Within the EYFS an awareness of the concepts, vocabulary and key terms of History is encouraged through planned purposeful play and through a mix of adult led and child initiated activity. For example:

- Recall, retell and sequence stories – *chronology, cause and consequence, evidence*;
- Read and discuss stories with different interpretations or explanations of the same events – reflect on the behaviour, motivation and intent of different characters – *perspective; significance, similarity and difference*;
- Distinguish between the past, present and future and recall moments from the past using language relating to time e.g. past tense - *chronology, similarity and difference, historical narrative*;
- Identifying and comparing features of artefacts from the past and present – *continuity and change/change and progress, evidence, significance*;
- Sequence familiar objects and events in their own lives/family – *chronology, significance*.

Years 1 – 6

In years 1 -6 the children follow the Cornerstones curriculum which outlines the topics being studied. These historical events and people are then assessed against the Devonshire History Assessment sheets.

Inclusion, Equality of Opportunity and Differentiation

History forms an integral and statutory element of a pupil's entitlement to learning and at Devonshire Primary, we ensure that all pupils can engage with historical learning and develop as young historians irrespective of their race, cultural background, gender, sexual identity, religion, creed, level of intellectual ability or physical and emotional circumstances. Mutual respect and the fostering of empathy and community understanding at local, regional, national and global scales lies at the heart of the study of History and at our Academy we model this in terms of the inclusive nature of the learning and teaching we provide.

Ensuring differentiation is a fundamental and core element of inclusion. As such we plan and resource our learning, in line with Devonshire's policies, to enable all pupils to make good and sustained progress in History including those with special educational needs, those with disabilities and those identified as Able Gifted and Talented for one reason or another; and those with English as an additional language. In our differentiation planning we take due regard of factors such as classroom organisation, learning materials and the learning environment.

Expectations of Outcomes

Progression Early Years Foundation Stage (EYFS) – Year 6

At Devonshire, an important objective is for all pupils to develop as young historians and we achieve this by recognising and planning for what becoming better at History entails – progression - and consequently challenging and supporting our pupils to work historically in a more rigorous manner as they progress through the Academy. To enable this to happen we have established an outcomes driven curriculum which recognises the crucial importance of identifying not just what we want our pupils to know and do in History but also the intellectual outcomes we intend them to achieve through their learning. As pupils progress as historians this involves developing historical perspective through:

- Wider, more detailed and chronically secure knowledge;
- More focused and precise methods of enquiry and communication of understanding;
- A deeper understanding of more complex historical issues and concepts;
- Pursuing historical valid questions to achieve the following subject outcomes:

(WALT)

Recognise

Identify

Describe

Observe

Select

Categorise

Classify

Sequence

Connect and make links

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Compare and Contrast

Recall

Reason/Speculate

Summarise

Synthesise

Construct informed responses

Interpret and explain

Demonstrate understanding

Empathise

Reach Informed Conclusions

Make reasoned Judgements

Reflect

Justify

Apply

Evaluate

Critique

Hypothesise – devise historically valid enquiry questions

EYFS and Key Stage 1

Whilst we recognise that our expectations of pupil outcomes must never be confined by their stage of learning we nevertheless ensure that in the EYFS and at Key Stage 1 our expectations enable pupils to establish and begin to apply the principles of working as an historian and in particular to:

- Use everyday language related to time;
- Order and sequence events;
- Describe main story settings, events and principal characters;
- Talk about past and present events in their own lives and in the lives of family members;
- Develop an awareness of the past;
- Use common words and phrases relating to the passing of time;
- Fit the people and events they have studied into a simple chronological timeline;
- Use basic subject vocabulary in their oral and written narratives;
- Ask and answer questions and understand some of the ways in which historians find out about the past;
- Use simple sources of evidence to identify and describe relevant historical information and know that information can be retrieved from written sources such as books and also from visual sources like paintings and photographs as well as computers;
- Record their growing knowledge of the subject and communicate this in appropriate ways;
- Question why things happen and offer reasons;
- Be aware of similarities and differences between themselves and others, and among families, communities and traditions;
- Recognise and describe special times or events for family and friends;

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- Identify similarities and differences between ways of life at different times;
- Identify, describe and offer basic reasons for why people did things in the past and what happened as a result;
- Make simple observations about different types of people, events and beliefs in the past;
- Construct simple historical accounts relating to people and events they have studied.
- Achieve the following subject outcomes in History which are reflected in the relevant assessment sheets for pupils at our Academy for the end of Key Stage 1:

(WALT)

Recognise

Identify

Describe

Observe

Select

Categorise

Classify

Sequence

Connect and make links

Compare and Contrast

Recall

Reason/Speculate

Key Stage 2

In Years 3 through 6 our expectations of pupil outcomes build on what has already been achieved at EYFS and Key Stage 1 and in particular we support pupils to:

- Continue to develop a sense of chronology and a secure knowledge of history;
- Identify connections, contrasts and historical trends over time in relation to the people and events that they investigate;
- Use an increasingly sophisticated and specialised subject vocabulary and use of historical terms;
- Begin to suggest and devise their own lines of historical investigation in addition to pursuing lines of enquiry which have been planned for them;
- Understand how knowledge of the past is constructed from a range of sources and that such sources may not be entirely objective or trustworthy;
- Select and organise information from historical sources;
- Understand that different versions of the past may exist and provide explanations for why this may be the case;
- Describe and make links between events within and across different historical periods;
- Explain why some people and events in the past may be considered more historically significant than others.
- In Years 3 and 4 we focus on pupils being able to master the skill of distinguishing between providing basic reasons for historical events and changes they have studied and demonstrating understanding through reaching explanations by synthesising evidence from an increasingly wide range of historical sources. At the same time, we expect greater alacrity in language from our pupils and we plan accordingly for the use of more specialised subject vocabulary and terms. In

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particular, we aim to achieve the following subject outcomes in History which are reflected in the relevant Assessment sheet for pupils at our Academy for the end of Lower Key Stage 2:

WALT:
Summarise
Synthesise
Construct informed responses
Interpret and explain
Demonstrate understanding

- At Upper Key Stage 2 our expectations in History are that pupils will more regularly and consistently apply information that they have learned from one context to another, make links and identify patterns in their historical learning and to recognise and understand the contested nature of historical evidence. We challenge them to reach conclusions and make judgements about historical events and changes and to evaluate and critique evidence and to generate questions of their own. In particular, our aim is to achieve the following outcomes in Years 5 and 6 which are reflected in the relevant **assessment sheets** for pupils at our Academy for the end of **Upper Key Stage 2**:

WALT:
Empathise
Reach Informed Conclusions
Make reasoned Judgements
Reflect
Justify
Apply
Evaluate
Critique

In line with the Academy's learning and teaching policy, in History teachers:

- Answer significant questions about events, changes and the lives of significant individuals.
- Share with pupils what they are expected to learn and how they are expected to learn it;
- Provide a variety of learning activities that are used regularly, including observation, enquiry, investigation, games, mysteries, puzzles and problem-solving;
- Encourage pupils to evaluate critically information, ideas and different viewpoints;
- Provide plenty of opportunities for pupils to work as individuals, in pairs and in groups;
- Encourage discussion and insightful questioning so that pupils clarify their thinking;
- Set high expectations and use our performance descriptors at EYFS and Key Stage 1, Lower Key Stage 2 and Upper Key Stage 2 to aid this so that learning objectives and activities are always sufficiently challenging;
- Provide pupils with regular feedback about their work and about what they need to do next in order to improve;

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- Use assessment, including the use of focused questions, to determine the pupils' levels of knowledge and understanding, before, during and after units of work;
- Expect pupils to record their work in a variety of ways, including diagrams, illustrations, pictures, letters, posters, annotated drawings and maps, reports, PowerPoints and oral accounts and presentations of their work.

Assessment

Key Stage 1 Performance Descriptor

Pupils at the **expected level of attainment** at the end of Key Stage 1 will be able to:

Year 1

- recognise the distinction between past and present
- order and sequence some familiar events and objects
- identify some similarities and differences between ways of life at different times
- use some everyday terms about the passing of time such as 'a long time ago' and 'before'

- retell some events from beyond their living memory which are significant nationally or globally
- describe some changes within their living memory (including aspects of national life where appropriate)
- make simple observations about different people, events, beliefs and communities
- use sources to answer simple questions about the past
- identify some of the basic ways in which the past can be represented
- choose parts of stories and other sources to show what they know about the past

- describe special or significant events
- retell simple stories or events from the past
- use simple historical terms

Pupils **exceeding the expected level of attainment** will, in addition to the above, be able to:

Demonstrate greater knowledge and understanding through offering more developed and insightful explanations (as opposed to reasons) for the impact of the events and people they are investigating. They will also show a capacity to link their learning in one investigation with others particularly in terms of being

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able to compare ways of life in different periods. In doing this they draw upon, and apply, examples of specialised subject vocabulary and use multiple and/or more demanding original sources.

Year 2

- order and sequence events and objects
- recognise that their own lives are similar and/or different from the lives of people in the past
- use common words and phrases concerned with the passing of time
- demonstrate awareness of the lives of significant individuals in the past who have contributed to national and international achievements
- develop awareness of significant historical events, people and places in their own locality
- ask and answer simple questions about the past through observing and handling a range of sources
- consider why things may change over time
- recognise some basic reasons why people in the past acted as they did
- choose parts of stories and other sources to show what they know about significant people and events
- talk about what/who was significant in simple historical accounts
- demonstrate simple historical concepts and events through role-play, drawing and writing
- use a variety of simple historical terms and concepts

Pupils **exceeding the expected level of attainment** will, in addition to the above, be able to:

Demonstrate greater knowledge and understanding through offering more developed and insightful explanations (as opposed to reasons) for the impact of the events and people they are investigating. They will also show a capacity to link their learning in one investigation with others particularly in terms of being able to compare ways of life in different periods. In doing this they draw upon, and apply, examples of specialised subject vocabulary and use multiple and/or more demanding original sources.

Lower Key Stage 2 Assessment Sheets

Pupils at the **expected level of attainment** at the end of Lower Key Stage 2 will be able to:

Year 3

- use some dates and historical terms when ordering events and objects
- demonstrate awareness that the past can be divided into different periods of time
- explore trends and changes over time

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- describe and give reasons for some of the changes in Britain from the Stone Age to the Ancient Greeks
- demonstrate knowledge of aspects of history significant in their locality
- demonstrate knowledge of an aspect or theme in British History that extends their chronological knowledge beyond 1066
- use sources to address historically valid questions
- recognise that our knowledge of the past is constructed from different sources of evidence
- recognise that different versions of past events may exist
- describe some of the ways the past can be represented
- discuss some historical events, issues, connections and changes
- select and organise historical information to present in a range of ways

use relevant historical terms and vocabulary linked to chronology

Pupils **exceeding the expected level of attainment** will, in addition to the above, be able to:

Question the validity of some of the sources of historical evidence they use and exhibit an understanding of why different interpretations of artefacts and the actions of people and events in the past may not be altogether trustworthy. In doing so they use confidently and accurately a wide range of specialist subject vocabulary and demonstrate an awareness of more sophisticated historical concepts such as significance and perspective.

Year 4

- use dates and historical terms when ordering events and objects
- identify where people and events fit into a chronological framework
- explore links and contrasts within and across different periods of time
- describe and compare some of the characteristic features and achievements of the earliest civilisations including where and when they appeared
- demonstrate more in-depth knowledge of one specific civilisation e.g. Vikings
- demonstrate knowledge of aspects of history significant in their locality
- use sources to address historically valid questions and hypotheses
- recognise how sources of evidence are used to make historical claims
- recognise why some events happened and what happened as a result
- identify historically significant people and events in different situations

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- discuss significant aspects of, and connections between, different historical events
- select and organise relevant historical information to present in a range of ways
- use relevant and appropriate historical terms and vocabulary linked to chronology

Pupils **exceeding the expected level of attainment** will, in addition to the above, be able to:

Question the validity of some of the sources of historical evidence they use and exhibit an understanding of why different interpretations of artefacts and the actions of people and events in the past may not be altogether trustworthy. In doing so they use confidently and accurately a wide range of specialist subject vocabulary and demonstrate an awareness of more sophisticated historical concepts such as significance and perspective.

Upper Key Stage 2 Assessment Sheets

Pupils at the **expected level of attainment** at the end of Upper Key Stage 2 will be able to:

Year 5

-
- use dates and appropriate historical terms to sequence events and periods of time
- identify where people, places and periods of time fit into a chronological framework
- describe links and contrasts within and across different periods of time including short-term and long-term time scales
 - describe some aspects of the Tudors and recognise its impact on Britain
- demonstrate knowledge of Ancient Egyptian's achievements and their influence on the western world
- describe aspects of the 14th Century
- demonstrate knowledge of aspects of history significant in their locality
- use a wider range of sources as a basis for research to answer questions and to test hypotheses
- recognise how our knowledge of the past is constructed from a range of sources
- evaluate sources and make simple inferences
- choose relevant sources of evidence to support particular lines of enquiry
- discuss and debate historical issues
- use appropriate vocabulary when discussing and describing historical events

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- construct responses to historical questions and hypotheses that involve selection and organisation of relevant historical information including dates and terms
- choose relevant ways to communicate historical findings

Pupils **exceeding the expected level of attainment** will, in addition to the above, be able to:

Make and justify more informed and subtle judgements about the causes and outcomes of the historical events and developments that they have investigated. In doing so they exhibit some awareness of the questionable validity of much historical evidence, and generate meaningful questions of their own to pursue in order to gather further relevant information.

Year 6

- use dates and a wide range of historical terms when sequencing events and periods of time
- develop chronologically secure knowledge of the events and periods of time studied
- analyse links and contrasts within and across different periods of time including short-term and long-term time scales
- describe key aspects of World War 2 and the Victorians
- demonstrate knowledge of aspects of history significant in their locality
- regularly address and sometimes devise historically valid questions and hypotheses
- give some reasons for contrasting arguments and interpretations of the past
- describe the impact of historical events and changes
- recognise that some events, people and changes are judged as more significant than others
- acknowledge contrasting evidence and opinions when discussing and debating historical issues
- use appropriate vocabulary when discussing, describing and explaining historical events
- construct informed responses to historical questions and hypotheses that involve thoughtful selection and organisation of relevant historical information including appropriate dates and terms
- choose the most appropriate way of communicating different historical findings

Pupils **exceeding the expected level of attainment** will, in addition to the above, be able to:

Make and justify more informed and subtle judgements about the causes and outcomes of the historical events and developments that they have investigated. In doing so they exhibit some awareness of the questionable validity of much historical evidence, and generate meaningful questions of their own to pursue in order to gather further relevant information.

Monitoring and Evaluation and the Role of the History Subject Coordinator

All teachers at our Academy are responsible for monitoring standards in History but the History Co-ordinator, under the direction of the Headteacher, takes a lead in this. Monitoring activities are planned across the year and form part of the History Co-ordinator's leadership schedule. In summary, these are:

- History Assessment Sheets are used by staff to ensure skills show progression.
- Termly staff meetings to analyse samples of pupils' history work to moderate standards (attainment and progress against outcomes and end of stage performance descriptors) to ensure consistency and that colleagues are informed of subject developments at local and national levels with which the Co-ordinator has been involved;
- Lesson observations to ensure that learning and teaching is appropriately engaging and challenging and that the anticipated subject progress is being made by the pupils;
- The sampling of pupils' work twice per year to ensure that expectations in terms of subject outcomes are being maintained through the curriculum;
- Once per year the subject leader provides feedback to staff about the quality of History being taught and uses the History Portfolio of evidence to lead a discussion on standards being achieved within the subject;
- In collaboration with the Headteacher and teaching colleagues the co-ordinator drafts and finalises an Action Plan for History.
- Create a portfolio of samples of pupil's work for each enquiry of the History Cornerstones Curriculum which illustrate how each of the outcomes can be achieved for guidance for colleagues and to ensure consistency of standards.

The History Co-ordinator has the responsibility to take a lead in developing History further across the Academy within the Academy's improvement plan; monitoring the effectiveness of teaching and learning; and the use of resources. Teachers and educational support staff can expect support from the History Co-ordinator arising from targets identified in the Academy improvement plan and from the outcomes of performance management and induction programmes.

To develop staff confidence and competence in teaching History the subject co-ordinator will:

- Attend subject professional development opportunities as they arise and in the context of the priorities of the whole Academy Improvement Plan together with the History Subject Development Plan;
- Identify and source staff training needs arising from the above and through induction programmes and performance management reviews;
- Arrange for relevant advice and information from professional development programmes, including courses, to be disseminated and where appropriate included in subject improvement planning;
- Where necessary lead (or arrange) Academy-based subject improvement training for colleagues.