

## Dilton March C of E Primary School - History Policy

### Purpose

The purpose of this policy is to:

- Highlight the importance and value our school 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 school;
- Ensure continuity and progression in terms of subject knowledge, skills application and the development of attitudes and values;
- Clarify how we will assess, record and communicate the performance of our pupils in History as they progress through the school;
- Outline the approach to learning History our school advocates through outcomes focused and key question led enquiries which are relevant, meaningful and rigorous.

### The importance of and entitlement to History

*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

Engaging pupils with a relevant, exciting and challenging History curriculum which inspires curiosity and is appropriate for preparing them for adult life in the 21<sup>st</sup> 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 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 eg *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 Key Stage 1 and 2 each year group undertakes six termly enquires in history and these are outlined in the Long term History Plan Years 1 -6. Each of these enquiries is informed by a detailed Medium Term Plan taken from the Scheme of Work which details the objectives, vocabulary, learning and teaching activities and methods of assessment and recording adopted each term. This MTP informs teacher planning on a session by session basis throughout each term.

## **Inclusion, equality of opportunity and differentiation**

History forms an integral and statutory element of a pupil's entitlement to learning and at Dilton Marsh we ensure that all pupils can engage with historical learning and develop as young historians irrespective of their race, cultural background, gender, 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 school 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 our whole school 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**

At our school we want pupils to become better historians and we achieve this by recognising and planning for what becoming better at History entails and consequently challenging and supporting our pupils to develop as young historians as they progress through the school. 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 more crucially the intellectual outcomes we intend them to achieve by and through their learning. As pupils progress as historians this involves developing historical perspective through:

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

Recognise – identify – Respond – Express – Basic Subject Vocabulary

Describe – Observe - Reason– Select – Speculate –Appropriate Subject Vocabulary

Classify – Categorise – Sequence – Compare and Contrast – Views and Opinions

Understanding through informed Explanation and Synthesis –Specialist Subject Vocabulary

Highlight and explain Links, Patterns, Processes and Interrelationships

Apply – Reach conclusions – Make judgements

Evaluate – Critique - Predict – Reflect – Hypothesise ( devise historically valid enquiry questions).

### **Ensuring continuity and progression in learning**

Whilst knowing more is an integral part of continuity and progression, it is nevertheless just one element of it and merely sequencing subject content will not ensure on its own that our pupils become better historians. To ensure continuity and progression for all pupils the curriculum is

carefully organised EYFS – Year 6 to ensure that our pupil's knowledge and understanding of geography develops.

### 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 Foundation Stage and at Key Stage 1 our core subject expectations enable pupils to learn and consolidate the fundamental attributes of a being 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;
- 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 **Performance Descriptors** for pupils at our school for the end of **Key Stage 1**.

Recognise

Identify

Describe

Observe

Select  
Categorise  
Classify  
Sequence  
Connect and make links  
Compare and contrast  
Recall  
Reason/Speculate

## Key Stage 2

In Years 3 to 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 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 particular, we aim to achieve the following subject outcomes in History which are reflected in the relevant **Performance Descriptors** for pupils at our school for the end of **Lower Key Stage 2**.

Summarise

Synthesise

Construct informed responses

Interpret and explain

Demonstrate understanding

- In Years 5 and 6 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. particular, we aim to achieve the following subject outcomes in History which are reflected in the relevant **Performance Descriptors** for pupils at our school for the end of **Upper Key Stage 2**.

Emphasise

Reach informed conclusions

Make reasoned judgements

Reflect

Justify

Apply

Evaluate

Critique

Hypothesise – devise historically valid enquiry questions

### **Approach to learning and teaching**

In History the pedagogy which underpins learning is a key question led enquiry approach, which encourages our pupils to take increasing responsibility for their learning, think independently and achieve challenging subject outcomes. At Dilton Marsh therefore we seek to encourage pupils to learn their History through big question led enquiries about significant events, people and changes which allows them sufficient scope and time to really engage in high order subject skills such as developing explanations (even though there are very often no 'right' answers to questions in History), reaching conclusions, making judgements, evaluating, applying information learned in one context to another and generating their own ideas and questions to investigate through hypothesising. Whilst knowing more subject information as the pupils progress through the school is important we are careful in our planning to ensure that there is always a balance between new content and the development of important subject skills and the ability of children to think critically about what they are learning and why. This approach is reflected in all of our planning. We are very careful to be selective about the subject content we use to ensure that a balance is achieved between knowing more content and the development of key subject skills and outcomes.

Rather than attempting to teach historical periods, societies, events or significant individuals in the past in their entirety, we ask insightful questions about them, which in turn supports pupils to delve deeply into aspects of historical topics. Our historical enquiries are carefully planned to enable pupils to construct knowledge, master subject concepts and generate questions of their own through the application of a range of critical thinking skills. This approach is summarised in the following flow diagram:

*Applying skills and processes to finding, organising, selecting, analysing, critiquing and interpreting primary and secondary sources of evidence*



*Pursuing a line of enquiry to answer a relevant and engaging question*



*Constructing and communicating new knowledge and understanding*



*Mastering key concepts, generalisations and abstract ideas*



*Achieving progressively more challenging subject outcomes*



*Generating further questions to investigate*

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

- Design enquiries to pursue which are relevant, engaging and appropriately challenging in terms of anticipated outcomes which help pupils 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;
- Ensure that objectives for lessons always define the outcomes to be achieved and are presented in the form of 'key questions' that need to be answered; sometimes these are raised by the teacher; sometimes with pupils and sometimes independently;
- Key question led enquiries are structured to include a number of ancillary questions, the completion of which enable the pupils to progress gradually towards arriving at an answer to the overall big question;
- 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;
- Use assessment, including the use of focused questions, to determine the pupils' level 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, Performance Descriptors and Reporting**

We will make and report to parents a **summative judgement** about a pupil's knowledge and understanding of geography on three occasions during the primary phase:

At the end of Key Stage 1: Summer term of Year 2

At the end of Lower Key Stage 2: Summer term of Year 4

At the end of Key Stage 2: Summer term of Year 6

On these occasions teachers should draw upon the intelligence gained from the formative assessment of pupils, which is integral to each enquiry, to make a summative judgement as to whether the pupil has achieved the expected level of attainment detailed in the performance descriptor, exceeded the expectations or has yet to reach the anticipated level.

Each enquiry which forms the programme of learning and teaching in History sets clear objectives which define the anticipated outcomes for the pupil. The scheme of work also suggests in the 'Assessment' section an extensive range of ways in which the teacher can carry out ongoing assessment to ascertain whether a pupil has achieved these outcomes. Evidence is drawn from a wide range of sources to inform this process including interaction with pupils during discussions and related questioning, day to day observations, written work, annotated sketches and diagrams, photograph interpretation, improvised plays, film animations, news reports, PowerPoint presentations, talks, discussions and questioning are used to assess the performance of pupils against objectives and to form the basis of reporting to parents which occurs in accordance with the school's whole school policy. In order to avoid an over emphasis on assessment to the detriment of learning in History, a balance is maintained between ensuring we understand how a pupil is progressing and allowing sufficient time and space for progress to occur. The outcomes of each enquiry serve to inform the teacher's developing picture of the knowledge and understanding of each pupil and to plan future learning accordingly. Summative assessments should not be made of individual pieces of work or for that matter of separate enquiries. To this end all of our routine day to day assessment is Assessment for Learning other than a summative statement of attainment which occurs only at the end of Key Stage 1, Lower Key Stage 2 and Upper Key Stage 2.





At the end of each of the three learning stages, the teacher will be able to use their knowledge and understanding of each pupil gained through extensive formative assessment over the previous two years to reach an accurate judgment of what they know and can do. At this point they need to take into account the relative strengths and weaknesses of each pupil and reach a 'best fit' summative judgement taking into account the whole of the descriptor rather than specific parts of it. **Most critically this decision is based on the professional knowledge and judgement that the teacher possesses of the pupil, built up over an extended period of time, which is then used to make a rounded and holistic judgement of their attainment in History.**

#### **Key Stage 1 Performance Descriptor**

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

...

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

...

#### **Lower Key Stage 2 Performance Descriptor**

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

...

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

...

#### **Upper Key Stage 2 Performance Descriptor**

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

...

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

...

#### **Connecting History to other areas of the curriculum**

In our planning we have made meaningful links with other subject areas of the National Curriculum and to Spiritual, Moral Social and Cultural Development (SMSC) where incorporating content and perspectives adds value to and extends the geographical understanding of our pupils. Making links

is important because it highlights to pupils the interconnectedness and interdependence of the real world but when making such connections we must maintain subject rigour and appropriate expectations in Geography for each stage of learning. For example, the primary objective of applying key literacy and numeracy conventions to Geography is to enable our pupils to achieve more and better in Geography – i.e. to develop as young geographers. To this end we must ensure that high standards of literacy and numeracy, when applied to Geography, result in equally and appropriately high standards of geographical subject attainment. In each of our geographical enquiries links made to other subject areas are clearly documented and as a consequence many are able to deliver substantial elements of the content of other disciplines in a cross-curricular manner.

### **Monitoring and Evaluation and the role of the Geography Co-ordinator**

All teachers at our school are responsible for monitoring standards in Geography but the Geography Co-ordinator, under the direction of the Head teacher, takes a lead in this. Monitoring activities are planned across the year and form part of the Geography Co-ordinators leadership schedule. In summary, these are:

- Yearly staff meetings to analyse samples of pupils' geography 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;
- The moderation of teachers' weekly planning files once per term to monitor coverage and delivery of planned enquiries;
- Lesson observations to ensure that learning and teaching is appropriately engaging and challenging and that 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 Geography being taught and uses the Geography Portfolio of evidence to lead a discussion on standards being achieved within the subject.
- In collaboration with the Head teacher, Governors and teaching colleagues the Co-ordinator drafts and finalises a three year Development Plan for Geography and a one year Action Plan which informed by it.

The Geography Co-ordinator has the responsibility to take a lead in developing Geography further across the school within the school's improvement plan; monitoring the effectiveness of teaching and learning; and the use of resources. Teachers and educational support staff can expect informal support from the Geography Co-ordinator, support arising from the school improvement plan and identified in performance management and induction programmes. To develop staff confidence and competence in teaching Geography:

- The Geography Co-ordinator will attend subject professional development opportunities as they arise and in the context of the whole School Improvement Plan together with the Geography Subject Development Plan;
- Whole-school training needs are identified as a result of the monitoring and evaluation programme;

- Other training needs are identified through induction programmes and performance management review;
- The subject leader will arrange for relevant advice and information from professional development programmes including courses to be disseminated and, where appropriate, included in improvement planning;
- Where necessary, the subject leader leads (or arranges) school-based subject improvement training for colleagues.

### **Policy review**

This policy will be reviewed in line with the school's policy review programme and no later than the following date:

April 2021