

**History Policy
September 2022 -23**

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1. Curriculum Statement

Intent

History has always been held in high regard at William Patten School. The school's own rich history, within the context of the local area, is a celebrated and inspiring feature of the school. The history curriculum at William Patten draws from and makes full use of the immediate and wider local area, enabling children to develop a deep understanding of the rich history of their locality.

Topics are informed by the national curriculum and are sensitive to children's interests, as well as the context of the local area. The history curriculum at William Patten is carefully planned and structured to ensure that current learning is linked to previous learning and that the school's approaches are informed by current pedagogy. In line with the national curriculum 2014, the curriculum at William Patten aims to ensure that all pupils:

- Gain a coherent knowledge and understanding of Britain's past and that of the wider world which helps to stimulate pupils' curiosity to know more about the past;
- Are encouraged to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement;
- Begin 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.

Implementation

History is taught in blocks throughout the year, so that children achieve depth in their learning. The key knowledge and skills that children acquire and develop throughout each block have been mapped to ensure progression between year groups throughout the school. At the beginning of each new history topic, teachers refer to classroom timelines to develop children's understanding of chronology. Each topic is introduced with reference to the chronology of previous topics (including those from previous years). The KWL strategy (What I Know, What I would like to know and what I have learnt) is used to check existing knowledge at the beginning of each history topic and this process informs a programme of study that is responsive to children's interests. Key knowledge is reviewed by the children and rigorously checked and consolidated by the teacher. By the end of year 6, children will have a chronological understanding of British history from the Stone Age to the present day. They are able to draw comparisons and make connections between different time periods and their own lives. Interlinked with this are studies of world history, such as the ancient civilisations of Greece and the Egyptians.

Topic Vocabulary mats underpin children's understanding of subject specific language, remind children of previous knowledge and provide visual and summative information on key knowledge to be learned. They support children in engaging in independent tasks. These are placed in books after their KW input and are used as a reference point as needed. In addition, they are made available to parents to support learning at home.

Lessons are planned to promote higher order thinking and effective questioning is a key feature of lessons. This is used to prompt children's recall and to encourage them to reach conclusions on their own (see p0 of policy).

Cross curricular outcomes in history are specifically planned for and these are indicated on the school's progression mapping. The school's own context is also considered, with opportunities for visits to places of historical interest and learning outside the classroom also identified and embedded in practice. Visits to the local area and use of local artefacts, such as the use of maps and photographs of bomb damage to the local area in WWII, also support

contextualised learning, as well as the acquisition of key knowledge and systematic development of key skills.

Planning is informed by and aligned with the National Curriculum. In addition, staff have access to the Hamilton plans and resources. However, teachers' lesson design is not limited by the scheme and teachers have access to further guidance from national agencies, including the History Association, of which the school is a member. The history curriculum is designed to ensure appropriate diversity in the significant figures that children learn about. Teachers cater for the varying needs of all learners, differentiating activities where necessary and as appropriate, and ensuring an appropriate level of challenge. Outcomes of work are regularly monitored to ensure that they reflect a sound understanding of the key identified knowledge.

The Early Years Foundation Stage (EYFS) follows the 'Development Matters in the EYFS' guidance which aims for all children in reception to have an 'Understanding of the World; people and communities, the world and technology' by the end of the academic year.

Impact

Outcomes in topic and literacy books evidence a broad and balanced history curriculum and demonstrate the children's acquisition of identified key knowledge.

Emphasis is placed on analytical thinking and questioning and children demonstrate a coherent knowledge and understanding of Britain's past and that of the wider world, in addition to being curious to know more about the past. Through this study pupils ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. Regular heritage projects provide further relevant and contextual learning, engaging member of the community in children's learning and providing positive role models from the community for children to learn from (including the development of meaningful resources, that are shared nationally to support excellence on the teaching and learning of history –

<https://vimeo.com/275887752>

The school is a recognised 'heritage School' through its ongoing collaboration and links with Historic England and supports wider history teaching through its partnership working –

<https://historicengland.org.uk/content/docs/education/explorer/ga-case-study-william-patten-primary-school-stoke-newington/>

<https://historicengland.org.uk/whats-new/in-your-area/london/stoke-newington-school-heritage-project/>

The school achieved a Mary Wollstonecraft School accreditation at the end of 2021-22, from the Wollstonecraft Society. This award recognises the school's focussed approach to developing children's knowledge and awareness of this local significant individual, and her influence and relevance to the local area.

2. Teaching and Learning

The history curriculum is mapped to ensure alignment with the national curriculum in both subject content and stated programmes of study. Key knowledge and skills have been informed by the stated programmes of study and build towards specific end points at the end of each phase group - Y1 & 2, Y3 & 4 and Y5 & 6 (knowledge and skills in reception provide the foundation for those identified in the first phase).

All KS1 and KS2 classrooms have a timeline which is used to develop chronological understanding. These are referred to at the start of each topic and teacher's link new learning to previous learning in line with the whole school knowledge and skills progression map. As part of the introduction to each new history topic, teachers review what the children know already and identify what children would like to learn, to inform the programme of study so that it takes account of children's interests. A working wall will be used to support and celebrate learning, throughout each unit of work and this will also be used to support the acquisition of key knowledge and the accurate use of key vocabulary.

In each lesson, children are guided towards the learning intention through the use of success criteria. The LI and success criteria are shared at the beginning of the lesson and reviewed by children at the end. They are subsequently used by the teacher during the assessment and review work of children's work and are used to identify individual target areas. Lessons are planned to enable children to acquire key knowledge alongside the development of key skills in history and outcomes of work will reflect this.

Children will develop their enquiry skills and develop the ability to analyse, question and compare sources of evidence to form their own judgements about the past. The organisation and implementation of the history curriculum will help children to foster an enthusiasm and sense of curiosity about the past. Key knowledge is reviewed by the children and rigorously checked and consolidated by the teacher at the end of each unit of work.

Topic Vocabulary mats are used as a graphic organiser, and children can refer to these throughout the sequence to develop their use, application and understanding of key vocabulary and knowledge. Progressive questioning, in line with Bloom's Taxonomy (see p9) is also a key feature of history lessons.

Teaching and learning in history is supported by a wealth of resources, including access to the Hamilton scheme and the history association's online platform. The school is also able to access expertise through its link with Historic England, as well as members of the school community with specialist skills and knowledge. The school has a link with The Museum of the Home and Mary Wollstonecraft Society, both of whom are able to provide curriculum enrichment and expertise in line with our progression mapping.

3. Assessment

Assessment for learning is continuous throughout the planning, teaching and learning cycle. It is supported by use of the following strategies:

- Observing children at work, individually, in pairs, in a group and in class during whole class teaching.
- Using differentiated, open-ended questions that require children to explain and unpick their understanding.
- Providing effective feedback, including interactive marking through green pen questions where appropriate, to engage children with their learning and to provide opportunities for self-assessment, consolidation, depth and target setting.
- Book moderation and the monitoring of outcomes of work, to evaluate the range and balance of work and to ensure that tasks meet the needs of different learners (with the acquisition of the pre-identified key knowledge and key skill development of each topic being evidenced through the outcomes).

- Use of the ‘what I know already, what I want to know and what I have learnt’ (KWL) strategy throughout a unit, alongside specific and measurable LIs for each lesson
- Child and teacher review of both the agreed success criteria at the end of each lesson and the key knowledge at the end each unit, to inform focused consolidation where this is necessary.

4. Planning and Resources

Existing history resources are stored centrally in the Humanities Resource Area and are organised into topic themes, which are clearly labelled. These are kept in a central store, where there is a box of equipment for each unit of work. The library contains a good supply of history topic books to support children’s individual research. We also use the Islington Loan Box Scheme to hire artefacts to support specific units of study.

Class teachers are encouraged to have a topic table for each of the history schemes of work where books and other artefacts are displayed and easily accessible for children, alongside the history working wall.

Teachers have identified the key knowledge that is being taught, as well as the skills that are being developed across each topic, and these are recorded on the ‘History – Key Knowledge and Skills Progression Map’. These are also explicitly outlined on each topic overview, which also states the key vocabulary for the unit, how the school’s context has been considered within the programme of study and the explicit links to the 2014 National Curriculum. Cross curricular links are also identified and stated explicitly in planning and will be evidenced through outcomes of work.

5. Organisation

The history curriculum will be delivered as part of the blocked curriculum. This allows children to enhance their knowledge of history and develop related skills through focused daily learning, throughout the duration of each block. This model also promotes the children in being able to achieve a greater depth of understanding of each topic.

The History Knowledge and Skills Progression Map documents the extent to which knowledge and skills are progressive. This also ensures that the history curriculum utilises cross curricular links, which are also mapped, as well as how the context of the school and its location are considered at planning level.

The knowledge that children need to know is summarised in Topic Vocabulary mats and these are shared with parents and carers.

6. EYFS

Early years explore historical themes in line with the EYFS framework. The key knowledge and skills in reception provide the foundation to those identified in phase 1 and specifically Y1. Children are assessed according to the Development Matters Attainment targets.

7. KS1 and KS2

During Key Stage 1, children begin to develop an awareness of the past, using common words and phrases relating to the passing of time. They start to 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. They demonstrate a growing confidence and accuracy when using commonplace historical vocabulary. Through literacy and drama, children become able to ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. Children start to use, and begin to evaluate, some of the ways in which we find out about the past and identify different ways in which it is represented.

Children are taught to identify **changes within living memory**, by examining how toys and entertainment have changed within living memory and what this reveals about changes in national life. Children also **investigate events beyond living memory**, to develop a growing sense of chronology and awareness of time and changes over time (including technological advances). As part of this focus children will study the Moon Landing and the Great Fire of London.

Children will also study the lives of significant individuals in the past who have contributed to national and international achievements; the specific individuals studied will link to and support cross curricular work. In Y1, the key individuals will relate to the moon landing and subsequent space travel. In Y2, as well as focussed studies on Mary Seacole and Florence Nightingale, children will learn about significant individuals during the time of the great fire of London, including Samuel Pepys and Sir Christopher Wren.

As part of our study of **significant historical events, people and places in their own locality**, we will look at the history of flight, making local links to Alliott Verdon Roe, the first Englishman to fly an all-British machine a year later with a triplane on Walthamstow Marshes in 1909.

Throughout Key Stage 2, 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. This sense of understanding of chronology will be referred to throughout this Key Stage so that children become secure in their understanding of important historical events and eras, trends over time and develop the appropriate use of historical terms. Children will regularly address and be encouraged to devise historically-valid questions about change, cause, similarity and difference, and significance. Children will learn to select, organise, review and present relevant historical information. Children will begin to understand how our knowledge of the past is constructed from a range of sources and that sources need to be carefully evaluated. Progression, through this Key stage, will allow pupils to understand both the long arc of development and the complexity of specific aspects of the content.

During this Key Stage, children are learning about the changes that happened in Britain from the Stone Age, through the Bronze Age to the Iron Age. They will also learn about the Roman Empire and its impact on Britain; both in the short term and to the present day. This study will be followed by an investigation of Britain's settlement by the Anglo-Saxons and Scots culminating in a study of the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. We will study these periods of history in a broad chronological order, to help support children's understanding of chronology and trends over time.

We will study the impact of World War II and the Blitz on the local community, showing how several aspects of national history are reflected in the locality. Children will also explore the theme of Monarchs then and now, examining the changing power of monarchs over time.

In addition to this focus on British history, we will study the achievements of the earliest civilizations, giving children an overview of where and when they first appeared and also the opportunity to study in depth early civilizations including The Romans and Ancient Egypt. Once again, specific in-depth studies have been selected to enable and ensure effective and enriching cross curriculum links.

Children's study of ancient civilisations will be extended by investigation of Ancient Greece, where children will study Greek life, the major achievements of this society and its influence on the western world. To further complement children's understanding of society, children will study early Islamic civilisation as part of their learning of a non-European society that provides contrasts with British history.

8. Equal Opportunities

At William Patten Primary school, we are committed to providing a teaching environment which ensures all children are provided with the same learning opportunities regardless of social class, gender, culture, race, special educational need or disability. Teachers use a range of strategies to ensure inclusion and also to maintain a positive ethos where children demonstrate positive attitudes towards others.

Support for specific individuals is well considered and planned for, with consideration given to how greater depth and further challenge can be provided for and demonstrated by children who require further challenge.

9. Inclusion

All pupils are entitled to access the history curriculum at a level appropriate to their needs.

To ensure inclusion, teachers use a range of strategies in line with the school's inclusion planning key. Independent tasks, as well as teaching, are also well-adapted to ensure full accessibility; these are designed and selected to provide appropriate challenge to different groups of learners.

The school makes full use of additional adults who are deployed effectively to ensure that identified individuals and specific groups of children are able to make progress according to their full potential. The wide and varied range of learning experiences, including access to paces of historical significance in the immediate and wider locality, as well as bespoke workshops, ensures a broad, balanced and enjoyable history curriculum that considers all learners.

10. Role of the Subject Leader

The coordinator's responsibilities are:

- To ensure a high profile of the subject

- To ensure a full range of relevant and effective resources are available to enhance and support learning.
- To model the teaching of history
- To ensure progression of the key knowledge and skills identified within each unit and that these are integral to the programme of study and secure at the end of each age phase.
- To monitor books and ensure that the key knowledge and, where applicable, key skills, are evidenced in outcomes (alongside and as supported by SMT).
- To monitor planning and oversee the teaching of history.
- To lead further improvement in (and development of) the subject, as informed by an effective overview of the subject.
- To ensure that the history curriculum has a positive effect on all pupils, including those who are disadvantaged or have low attainment.
- To ensure that the history curriculum takes account of the school's context, promotes children's pride in the local area and provides access to positive role models from the local area to enhance the history curriculum.
- To ensure that approaches are informed by and in line with current identified good practices and pedagogy and to attend regular opportunities for CPD, including borough forums.
- To establish and maintain existing links with external agencies and individuals with specialist expertise to enrich teaching and learning in history.
- To lead a whole school bi-annual Heritage project.

11. Parents (Including Homework)

The involvement of families and the wider community to help support the teaching of history is widely encouraged. Enquiries from Parents and members of the school community with specialist expertise and knowledge in relation to supporting the history curriculum are warmly welcomed. The school will actively seek to establish collaboration with parents and carers who are able to support the teaching of history at William Patten, including their involvement in regular heritage projects.

The support that Parents and carers provide in supporting their children at home with topic-based homework is also recognised and valued. History homework tasks are well communicated and have a clear purpose, often providing children with the means to research and explore a topic to support their classroom work.

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Historic England



WOLLSTONECRAFT SCHOOL

Knowledge

Recall /regurgitate facts without understanding. Exhibits previously learned material by recalling facts, terms, basic concepts and answers.

Key words:

- Choose Observe Show
- Copy Omit Spell
- Define Quote State
- Duplicate Read Tell
- Find Recall Trace
- How Recite What
- Identify Recognise When
- Label Record Where
- List Relate Which
- Locate Remember Who
- Match Repeat Why
- Memorise Reproduce Write
- Name Retell
- Select

Comprehension

To show understanding finding information from the text. Demonstrating basic understanding of facts and ideas.

Key words:

- Ask Extend Outline
- Cite Generalise Predict
- Classify Give exam- Purpose
- Compare Relate
- Contrast Illustrate Rephrase
- Demon- illustrate Report
- strate Indicate Restate
- Discuss Infer Review
- Estimate Interpret Show
- Explain Match Summarise
- Express Observe Translate

Application

To use in a new situation. Solving problems by applying acquired knowledge, facts, techniques and rules in a different way.

Key words:

- Act Employ Practice
- Administer Experiment Relate
- Apply with Represent
- Associate Group Select
- Build Identify Show
- Calculate Illustrate Simulate
- Categorise Interpret Solve
- Choose Interview Summarise
- Classify Link Teach
- Connect Make use of Transfer
- Construct Manipulate Translate
- Correlate Model Use
- Demonstrate Organise
- Develop Perform
- Dramatise Plan

Analysis

To examine in detail. Examining and breaking information into parts by identifying motives or causes; making inferences and finding evidence to support generalisations.

Key words:

- Analyse Examine Prioritize
- Appraise Find Question
- Arrange Focus Rank
- Assumption Function Reason
- Breakdown Group Relation-
- Category Highlight ships
- Cause and In-depth Reorganise
- effect discussion Research
- Choose Inference See
- Classify Inspect Select
- Differences Investigate Separate
- Discover Isolate Similar to
- Discriminate List Simplify
- Dissect Motive Survey
- Distinction Omit Take part in
- Distinguish Order Theme
- Divide Organise Comparing
- Establish Point out

Synthesis

To change or create into something new. Compiling information together in a different way by combining elements in a new pattern or proposing alternative solutions.

Key words:

- Adapt Estimate Plan
- Add to Experiment Predict
- Build Extend Produce
- Change Formulate Propose
- Choose Happen Reframe
- Combine Hypothesise Rewrite
- Compile Imagine Rewrite
- Compose Improve Simplify
- Construct Innovate Solve
- Convert Integrate Speculate
- Create Invent Substitute
- Delete Make up Suppose
- Develop Minimise Test
- Discover Model Theorise
- Discuss Modify Think
- Elaborate Original Transform
- Original Visualise

Evaluation

To justify. Presenting and defending opinions by making judgements about information, validity of ideas or quality of work based on a set of criteria.

Key words:

- Agree Disprove Measure
- Appraise Dispute Opinion
- Argue Effective Perceive
- Assess Estimate Persuade
- Award Evaluate Prioritise
- Bad Explain Prove
- Choose Give reasons Rate
- Compare Good Recommend
- Conclude Grade Rule on
- Consider How do we Select
- Convince know? Support
- Criteria Importance Test
- Critique Infer Useful
- Debate Influence Validate
- Decide Devise Interpret Value
- Deduct Judge Why
- Defend Justify Mark
- Determine

Actions:

- Describing
- Finding
- Identifying
- Listing
- Locating
- Naming
- Recognising
- Retrieving

Outcomes:

- Definition
- Fact
- Label
- List
- Quiz
- Reproduction
- Test
- Workbook
- Worksheet

Actions:

- Classifying
- Comparing
- Exemplifying
- Explaining
- Infering
- Interpreting
- Paraphrasing
- Summarising

Outcomes:

- Collection
- Examples
- Explanation
- Label
- List
- Outline
- Quiz
- Show and tell
- Summary

Actions:

- Carrying out
- Executing
- Implementing
- Using

Outcomes:

- Demonstration
- Diary
- Illustrations
- Interview
- Journal
- Performance
- Presentation
- Sculpture
- Simulation

Actions:

- Attributing
- Deconstructing
- Integrating
- Organising
- Outlining
- Structuring

Outcomes:

- Abstract
- Chart
- Checklist
- Database
- Graph
- Mobile
- Report
- Spread sheet
- Survey

Actions:

- Constructing
- Designing
- Devising
- Inventing
- Making
- Planning
- Producing

Outcomes:

- Advertisement
- Film
- Media product
- New game
- Painting
- Plan
- Project
- Song
- Story

Actions:

- Attributing
- Checking
- Deconstructing
- Integrating
- Organising
- Outlining
- Structuring

Outcomes:

- Abstract
- Chart
- Checklist
- Database
- Graph
- Mobile
- Report
- Spread sheet
- Survey

Questions:

- Can you list three ...?
- Can you recall ...?
- Can you select ...?
- How did _____ happen?
- How is ...?
- How would you describe ...?
- How would you explain ...?
- How would you show ...?
- What is ...?
- When did _____ happen?
- When is ...?
- Which one ...?
- Who was ...?
- Who were the main ...?
- Why did ...?

Questions:

- Can you explain what is happening ... what is meant ...?
- How would you classify the type of ...?
- How would you compare ...? Contrast ...?
- How would you rephrase the meaning ...?
- How would you summarise ...?
- What can you say about ...?
- What facts or ideas show ...?
- What is the main idea of ...?
- Which is the best answer ...?
- Which statements support ...?
- Will you state or interpret in your own words ...?

Questions:

- How would you use ...?
- What examples can you find to ...?
- How would you solve _____ using what you have learned ...?
- How would you organise _____ to show ...?
- How would you show your understanding of ...?
- What approach would you use to ...?
- What other way would you plan to ...?
- Can you make use of the facts to ...?
- What elements would you choose to change ...?
- What facts would you select to show ...?
- What questions would you ask in an interview with ...?

Questions:

- What are the parts or features of ...?
- How is _____ related to ...?
- Why do you think ...?
- What is the theme ...?
- What motive is there ...?
- Can you list the parts ...?
- What inference can you make ...?
- What conclusions can you draw ...?
- How would you categorise ...?
- Can you identify the difference parts ...?
- What evidence can you find ...?
- What is the relationship between ...?
- Can you make a distinction between ...?
- What is the function of ...?
- What ideas justify ...?

Questions:

- What changes would you make to solve ...?
- How would you improve ...?
- What would happen if ...?
- Can you elaborate on the reason ...?
- Can you propose an alternative ...?
- Can you invent ...?
- How would you adapt _____ to create a difference ...?
- How could you change (modify) the plot (plan) ...?
- What could be done to minimise (maximise) ...?
- What way would you design ...?
- Suppose you could _____ what would you do ...?
- How would you test ...?
- Can you formulate a theory for ...?
- Can you predict the outcome if ...?
- How would you estimate the results for ...?
- What facts can you compile ...?
- Can you construct a model that would change ...?
- Can you think of an original way for the ...?

Questions:

- Do you agree with the actions/outcomes ...?
- What is your opinion of ...?
- How would you prove/disprove ...?
- Can you assess the value/importance of ...?
- Would it be better if ...?
- Why did they (the character) choose ...?
- What would you recommend ...?
- How would you rate the ...?
- What would you cite to defend the actions ...?
- How would you evaluate ...?
- How could you determine ...?
- What choice would you have made ...?
- What would you select ...?
- How would you prioritise ...?
- What judgement would you make about ...?
- Based on what you know, how would you explain ...?
- What information would you use to support the view ...?
- How would you justify ...?
- What data was used to make the conclusion ...?

Bloom's Taxonomy: Teacher Planning Kit