

# The Royal (Crown Aided) First School



## History Policy

Date reviewed:	9/10/2021
Date of next review:	On going
To be reviewed by:	Headteacher/Lead teacher

This is a live strategy and the Lead History Teacher is responsible for maintaining its accuracy. Any required amendments should be sent direct to the document owner.

### **Introduction**

At The Royal School, we understand the importance of a well-rounded, fulfilling curriculum to prepare our pupils for the next stage of education, and for their present and future role as global citizens. History is an important part of our curriculum as it can contribute to forming part of a knowledge base to help us understand our place in the world. We support children's developing agency through History by giving time, space and support for children to contribute and develop their own ideas and find answers to their own questions.

The Royal School Curriculum uses the National Curriculum of England to outline the knowledge and skills base of the history curriculum.

Our school mission and vision shape all areas of The Royal School Curriculum.

Our **mission statement** describes how we do things at The Royal School on a daily basis. We are:

***Loving to learn, Learning to love, guided by God.***

Our **vision statement** describes where we are heading and outlines our purpose – the reason why we do things at The Royal School.

***At The royal school our vision is to light up our communities and the world through being - big Thinkers – resourceful - independent and resilient - generous of spirit - honest and - team players***

Our school mission statement and vision statement encapsulate the ethos that is held consistently by all members of our learning community. It was created and developed by us all over the period between 2016 and 2020, and it underpins everything that goes on at The Royal School., including the development of The Royal School Curriculum

We have a growth mindset (Dweck, 2006) in our school, and our vision although unique to our context draws from concepts for curriculum development in Guy Claxton's and Bill Lucas' "Seven Cs" (Claxton & Lucas, 2015). Alongside this, The Royal School Curriculum draws from curriculum ideals for the future of education developed by the OECD in the 2030 Education project (OECD, n.d.)

The Royal School Vision within the History curriculum		
	How does this show in our curriculum and pedagogy?	What does this mean to the Royal School History curriculum?
<b>Big Thinkers</b>	<p>We are committed to learning and children will get the opportunity to try things over again many times and learn from both mistakes and successes.</p> <p>Our curriculum supports us to be expert communicators of ideas.</p> <p>Our curriculum gives us the opportunity to, be reflective, think deeply, practise different types of thinking and develop metacognitive skills.</p>	<p>Children are introduced to big ideas through the teaching of history. They are challenged to relate these ideas to life today.</p>
<b>Resourceful</b>	<p>Our curriculum helps us to look after the things that we have.</p> <p>It gives us opportunities to be curious and develop our own line of questions.</p> <p>We often get the chance to go from an idea to reality (being creative).</p> <p>We know that today matters for every pupil and regardless of age we can create and contribute to change with our own ideas</p>	<p>We use recycled materials within history whenever possible.</p> <p>Children are encouraged to examine ideas around sustainability in different time periods.</p> <p>Children are encouraged to consider what lessons we can learn from the past that will help us build a better world</p>
<b>Independent and resilient</b>	<p>Our curriculum gives us the opportunity to try things for ourselves and be confident as learners.</p> <p>We value learning from mistakes, and it builds our confidence to try something again.</p> <p>We encourage opportunities for self-discipline.</p> <p>We say yes to challenge.</p> <p>We don't say "can't," we say "not yet"</p>	<p>We view learning in history as a process and encourage children to try and trial many different ways of learning.</p> <p>We give opportunity for quiet independent work within history lessons.</p>
<b>Generous of spirit</b>	<p>Our curriculum gives opportunities for us to give of our time and talents to benefit others.</p> <p>We learn to look for those whose voice may not be heard and use our time and talents to give a voice when we can.</p> <p>We believe that the opportunity to recognise social injustice and to think creatively about working towards social justice is part of a balanced education.</p> <p>We believe children can contribute to society as children – they do not need to wait to participate.</p>	<p>We consider social justice issues through history.</p> <p>We study figures in history who can be role models for us.</p>
<b>Honest</b>	<p>Our curriculum gives opportunities to be honest with ourselves (looking after our own well-being and mental health) and to be honest with others to promote and facilitate collaboration</p>	<p>Children are scaffolded to self and peer review their learning</p>
<b>Team Players</b>	<p>Our curriculum promotes team building skills to work together so that all achieve</p>	<p>Children collaborate on joint projects, including the class Sparkle week project that celebrates and shows learning from the previous term.</p>

## **Aims and Objectives**

The aim of history teaching here at The Royal School is to stimulate the children's interest and understanding about the life of people who lived in the past. We teach children a sense of chronology, and, through this, they develop a sense of identity, and a cultural understanding based on their historical heritage. Thus, they learn to value their own and other people's cultures in modern multi-cultural Britain and, by considering how people lived in the past, they are better able to make their own life choices today. We teach children to understand how events in the past have influenced our lives today; we also teach them to investigate these past events and, by so doing, to develop the skills of enquiry, analysis, interpretation and problem solving.

Our objectives in the teaching of history are;

- To foster in children an interest in the past, and to develop an understanding that enables them to enjoy all that history has to offer.
- To enable children to know about significant events in British history, and to appreciate how things have changed over time.
- To develop a sense of chronology.
- To know and understand how the British system of democratic government has developed and, in so doing, to contribute to a child's citizenship education.
- To understand how Britain is part of a wider European culture, and to study some aspects of European history.
- To have some knowledge and understanding of historical development in the wider world.
- To help children understand society and their place within it, so that they develop a sense of their cultural heritage.
- To develop in children the skills of enquiry, investigation, analysis, evaluation and presentation.
- To develop the cross-curricular use of history in other subjects.
- To have some knowledge and understanding of the history of any non-European country when children from that part of the world make up a significant proportion of the school's role.

## **Teaching and learning style**

History teaching focuses on enabling children to think as historians. We place an emphasis on examining historical artefacts and primary sources. We have a small museum within the school that includes artifacts significant to the school history and is available for teachers to use as part of the teaching of history.

In each key stage, we give children the opportunity to visit sites of historical significance. We encourage visitors to come into the school and talk about their experiences of events in the past. We recognise and value the importance of stories in history teaching, and we regard this as an important way of stimulating interest in the past. We focus on helping children to understand that historical events can be interpreted in different ways, and that they should always ask searching questions, such as 'how do we know?' 'about information they are given.

We recognise that in all classes, children have a wide range of ability in history, and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:

- Setting tasks that are open-ended and can have a variety of responses.

- Setting tasks of increasing difficulty, some children not completing all tasks.
- Grouping children by ability in the room, and setting different tasks for each ability group.
- Providing resources of different complexity, depending on the ability of the child.
- Using classroom assistants to support children individually or in groups.

## **History curriculum planning**

History is a foundation subject in the National Curriculum. We use the National Curriculum as the basis for our curriculum planning in history. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit, and we plan progression into the scheme of work, so that the children are increasingly challenged as they move through the school.

We carry out curriculum planning in history in three phases (long-term, medium-term and short-term). The long-term plan maps the history topics studied in each term during each key stage; the subject leader devises this plan in conjunction with teaching colleagues in each year group, and the children study history topics in conjunction with other subjects. Some topics have a particular historical focus. Appendix 1 is a curriculum progression map that shows the progression of learning in History from Early Years Foundation Stage to Year 4.

The contribution of history to teaching in other curriculum areas

### **English**

History contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Children develop oracy through discussing historical questions, or presenting their findings to the rest of the class. They develop their writing ability by composing reports and letters, and through using writing frames.

### **Mathematics**

The teaching of history contributes to children's mathematical understanding in a variety of ways. Children learn to use numbers when developing a sense of chronology through activities such as creating time lines and through sequencing events in their own lives. Children also learn to interpret information presented in graphical or diagrammatic form.

### **Personal, social and health education (PSHE) and citizenship**

History contributes significantly to the teaching of personal, social and health education and citizenship. Children develop self-confidence by having opportunities to explain their views on a number of social questions, such as how society should respond to poverty and homelessness. 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, and to appreciate that racism is a harmful aspect of society. They learn how society is made up of people from different cultures, and they start to develop tolerance and respect for others.

## **Spiritual, moral, social and cultural development**

In our teaching of history, we contribute, where possible, to the children's spiritual development. We also provide children with the opportunity to discuss moral questions, or what is right and wrong. Children learn about the role of the church in British history, 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.

## **History and ICT**

Information and communication technology enhances our teaching of history, wherever appropriate, in all key stages. This more than meets the statutory requirement for children to use ICT as part of their history work in Key Stage 2. The children use ICT in a variety of ways, such as word-processing, finding information on the Internet and presenting information through PowerPoint. They can also use interactive timeline software, and they can make creative use a camera to record photographic images.

## **History and inclusion**

At our school, we teach history to all children, whatever their ability and individual needs. This accords with the school's curriculum policy of providing a broad and balanced education to all children. Through our history teaching, we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, and differentiation – so that we can take some additional or different action to enable the child to learn more effectively.

We enable all pupils to have access to the full range of activities involved in learning history. Where children are to participate in activities outside the classroom we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

## **Assessment**

Children demonstrate their ability in history in a variety of different ways. Younger children might, for example, act out a famous historical event, whilst older pupils may produce a PowerPoint presentation based on their investigation, for example, of voyages of discovery. Teachers will assess children's work by making informal judgements during lessons. On completion of a piece of work, the teacher assesses the work and uses this information to plan for future learning. Written or verbal feedback is given to the child to help guide his or her progress. Older children are encouraged to make judgements about how they can improve their own work.

Each term children co-construct a context for assessment with their class teacher. They then show their learning to our school community during the penultimate week of each term which is known as Sparkle week.

## **Resources**

There are sufficient resources for all history-teaching units in the school. We keep these resources in a central store. The library contains a supply of topic books to support children's individual research.

## **Monitoring and review**

The coordination and planning of the history curriculum are the responsibility of the subject leader, who also:

Supports colleagues in their teaching, by keeping informed about current developments in history and by providing a strategic lead and direction for this subject;

The quality of teaching and learning in history is monitored and evaluated by the head teacher as part of the school's agreed cycle of lesson observations.

## **Bibliography**

Claxton, G. & Lucas, B., 2015. *Educating Ruby*. s.l.:Crown House Publishing.

Dweck, C. S., 2006. *Mindset: The New Psychology of Success*. 7th ed. New York: Random House.

OECD, n.d. *OECD Future of Education and Skills 2030*. [Online]

Available at: <https://www.oecd.org/education/2030-project/>

[Accessed 5th June 2021].

## Appendix 1: Planned Progression of skills within History at The Royal School.

Historical Concepts				
EYFS	Year 1	Year 2	Year 3	Year 4
<p>(Past and Present) Talk about the lives of the people around them and their roles in society</p> <p>- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p>	<p>Describe and discuss historical events beyond living memory</p> <p>Describe significant people from the past Use a timeline to develop chronological language eg <i>past, present, older, newer</i></p> <p>Develop understanding of changes within living memory eg <i>toys, homes, transport</i></p> <p>Develop understanding of local history eg <i>historical events, people and places</i></p>	<p>Describe and understand the significance of historical events beyond living memory (nationally or globally)</p> <p>Describe key people from the past who have contributed to national and international achievements and understand their significance</p> <p>Place key dates/eras on a timeline to develop chronological language and to identify similarities and difference between ways of life in different periods</p> <p>Know about changes within living memory and how they affected changes in national life eg <i>toys, homes, transport</i></p>	<p>Compare different eras considering similarities and difference</p> <p>Order key dates on a timeline to demonstrate chronology of British and world history</p>	<p>Extend chronological understanding by exploring a theme over time eg <i>leisure, entertainment</i></p> <p>Understand how Britain has influenced and been influenced by the wider world</p> <p>Order key dates on a timeline to demonstrate chronology of British and world history</p>
Stories and Sources				
<p>(Listening, Attention and Understanding) Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions</p>	<p>Use artefacts, pictures, stories and online sources to find out about the past</p> <p>Be introduced to different representations of the past and discuss similarities and differences</p>	<p>Use range of artefacts, pictures, stories and online sources to answer historical questions</p> <p>Understand different representations of the past by drawing comparisons</p>	<p>Begin to understand how knowledge of the past is constructed from a range of sources</p> <p>Develop understanding of how and why the past is represented in different ways</p> <p>Select key information from a range of sources to answer a</p>	<p>Understand how knowledge of the past is constructed from a range of sources</p> <p>Understand how and why the past is represented in different ways and explain this</p> <p>Select and organise relevant information from a wider</p>

- Make comments about what they have heard and ask questions to clarify their understanding (Speaking) Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate			historical question	range of sources to answer a historical question
	<b>Main History Topic:</b> Victorians  <b>Cross-curricular topics that include History objectives</b> Train your dragon Celebrations The little Gardener Superheroes  <b>Resources in the local area</b> Cumberland Lodge Windsor Castle and St. Georges School Museum Eton College Great Park – Roman folley	<b>Main History Topic:</b> Time travelers – comparison between life in the 1920s and 2020s  <b>Cross-curricular topics that include History objectives</b> Celebrations Ocean Adventures Unsinkable Around the world with the three bears. Going on safari  <b>Resources in the local area</b> Windsor Castle School museum	<b>History Topic:</b> Ancient Egypt Romans  <b>Cross-curricular topics that include History objectives</b> Celebrations Inventors Under our feet Deep in the forest  <b>Resources in the local area</b> Cumberland Lodge Windsor Castle and St. Georges School Museum Eton College Museum Great Park – Roman folley	<b>History Topic:</b> Ancient Greece  <b>Cross-curricular topics that include History objectives</b> Celebrations Amazing authors My local area and me Rocket engineers  <b>Resources in the local area</b> Cumberland Lodge Windsor Castle and St. Georges School Museum Eton College Museum



Historical questions				
<p>(Listening, Attention and Understanding) Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions</p> <p>- Make comments about what they have heard and ask questions to clarify their understanding</p>	Ask some questions about the past	Ask wide range of questions about the past using parts of stories and sources	Understand what types of question are historically valid and identify how to find the answer	Regularly generate and answer a range of historically-valid questions about similarities and differences
Historical Vocabulary				
Each main history topic includes a specific list of historical vocabulary in the children's learning journal.				
<p>(Comprehension) Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p>	Use historical vocabulary eg <i>past, present, long ago, timeline</i>	Use a wider range of historical vocabulary eg <i>recently, decade, century, source, pioneer</i>	Develop a range of historical vocabulary eg <i>artefact, chronology, invade, settle</i>	Develop a range of historical vocabulary eg <i>civilisation, chronology, ancient, legacy</i>