



The Federation of Middleham (VA) & Spennithorne (VC) CE Primary Schools



Blessed is the one who trusts in the Lord, whose confidence is in him.
They will be like a tree planted by the water that sends out its roots by the stream.
It does not fear when heat comes; its leaves are always green.
It has no worries in a year of drought and never fails to bear fruit.

Jeremiah 17: 7 - 8

A PLACE TO LEARN, LOVE & GROW

History Policy

Introduction

History is part of every aspect of our daily life. All parts of our culture and way of life are the outcome of History. Every part of the curriculum is thus influenced by History. In working to offer children an education that helps them to make sense of the world in which they live, and makes them ready for adult life, it is impossible to ignore History. The Federation of Middleham (VA) & Spennithorne (VC) CE Primary Schools follows the national curriculum and Early Years documentation to ensure knowledge; skills and understanding are taught throughout all key stages. The school has created its own long and medium term planning which details the topics, objectives, knowledge, skills and vocabulary which should be covered. Through this long term planning, the national curriculum breath of study for history is fully covered.

Our core aims are to provide teaching and learning opportunities through the history curriculum that empowers the children to be:

ASPIRATIONAL
RESPECTFUL
RESILIENT

We believe that by having these three aims at the root, will equip our pupils to **LIVE FRUITFUL LIVES** and to **LEARN, LOVE and GROW**.

Curriculum Intent

At The Federation of Middleham (VA) & Spennithorne (VC) CE Primary Schools, we believe that high-quality history lessons inspire children to ignite a passion and curiosity about the past and to think and act as historians. Through history specific and lessons delivered through the wider curriculum, children have opportunities to investigate and interpret the past, understand chronology, build an overview of local history, Britain's past as well as that of the wider world, and to be able to communicate historically.



Aims of the history curriculum

We develop children with the following essential characteristics to help them become historians:

- An excellent knowledge and understanding of people, events and contexts from a range of historical periods, with an emphasis on significant events in the local area as well as Britain's past;
- The ability to think critically about history and communicate ideas confidently to a range of audiences;
- The ability to support, evaluate and challenge their own and others' views using historical evidence from a range of sources developing wisdom and knowledge of history;
- The ability to think, reflect, debate, discuss and evaluate the past by formulating and refining questions and lines of enquiry;
- A respect for historical evidence and the ability to make critical use of it to support their learning;
- A desire to embrace challenging activities, including opportunities to undertake high quality research across a range of history topics. This should develop deeper learning across topics taught including mastery learning;
- A developing sense of curiosity about the past and how and why people interpret the past in different ways.

Teachers will ensure teaching of history has the federation's Christian ethos and values at its root. A cohesive curriculum is built by ensuring all historical themes and topics cover the same aspects to allow comparisons to be made between different time periods. This will help children make connections and links to their prior learning ensuring that knowledge and skills are developed during their time in school. These aspects are: achievements, beliefs,

society, housing (and buildings), entertainment and impact. Children will have the opportunity to explore British Values through history lesson. Where appropriate children will compare aspects of British society with the society they are studying.

Implementation

Effective learning

We acknowledge that children learn in many different ways and we recognise the need to develop strategies that allow all children to learn in ways that best suit them most effectively. We take into account the different ways that children learn when planning and teaching in order to ensure all children access a full and varied curriculum.

We offer opportunities for all children to learn in different ways in history as outlined in our teaching and learning policy.

Effective Teaching

Each history topic is linked to a big question to be used as a line of enquiry to ignite curiosity about the past, this may also ignite additional questions from the children to explore during history theme.

Planning ensures that history lessons are knowledge rich and an emphasis is placed on pupils, 'knowing more and remembering more.' This is achieved by planning a sequence of carefully planned sessions that progressively grow pupils' historical knowledge alongside using history skills. The skills we aim to cover are: chronology, range and depth of historical knowledge, interpretation of history, enquiry, organisation and communication.

The start of every unit begins with developing a sense of chronology by exploring the historical timeline, identifying local historical events, local buildings (including Middleham Castle and the school buildings) and events within living memory and previously studied historical events. This is then revisited throughout each unit of work in particular for the pupils to develop knowledge about the impact of world historical events on the local community.

Planning ensures all children's needs and abilities are catered for within their year groups. Teachers use many of the schemes of learning from the Historical Association to support their planning and sequence of learning and also to personally develop their own subject knowledge. Planning is stored on Microsoft Teams. Planning specifies prior knowledge and teachers ensure children's prior knowledge is built up and children are encouraged to contrast and compare the time period they are studying with the time periods from the previous learning. Over the course of studying history at The Federation of Middleham (VA) & Spennithorne (VC) CE Primary Schools, teaching is designed to help pupils remember long term the historical content they have been taught.

Vocabulary

Developing pupil's vocabulary is an essential root to the history curriculum. As [Steve Davy](#) (The Historical Association, 2015) states:

"Much of the vocabulary generated in the discussion could be placed in two categories:

- 1) *Language relating to the passing of time. For example: here, now, then, yesterday, last week, last year, x years ago, a long time ago, etc.*
- 2) *Language connected the measuring of time. For example: hours, weeks, years, decades, centuries, millennia, eras, epochs, AD, ACE, BC, BCE, and so on."*

A progression of vocabulary to be embedded in the history curriculum is specified in the long term plan, this includes some abstract terms and historical concepts.

Enrichment Opportunities

Trips or visitors are planned to complement topics studied and will be scheduled to have maximum impact on learning. The history of the local area is embedded throughout the federation history curriculum to maximise opportunities for the children to learn more about the local history. Visits are planned to enhance learning and give hands on activity. People with an interest, or expertise, in a particular topic or area of history could be invited into school to work with the children. These might be parents, grandparents, other family members, neighbours or representatives of the local community.

Teachers may plan enrichment days to provide an opportunity for pupil to study a topic in more details for the day, giving the opportunity to develop additional skills such as team work, and encouraging them to take part in activities and challenges that are different to their normal everyday lessons.

Children will also learn about why certain events have taken place when appropriate, e.g. Remembrance, topical or local historical events etc. Children will be introduced to stories, events and objects to further gain a sense of chronology. Stories, poems, songs, practical objects and artefacts form the basis of resources used by the children. Staff ensure to move children's learning forward through skilful questioning, discussion or support which links to the children's interest and fascinations.

Early Years Foundation Stage

History is taught in Reception through child-initiated and adult led activities. History is covered in the Understanding the World area of learning. The children are given the opportunity to find out about past and present events in their own lives, and those of their families and other people they know. In EYFS history makes a significant contribution to developing a child's understanding of the world through activities such as looking at pictures of famous people in history or discovering the meaning of new and old in relation to their own lives.

Where possible, first-hand accounts by visitors will be used to develop historical questions and discussion points. Adults will work alongside children to extend their learning. Learning will be documented in a variety of ways such as drawings, paintings, tables of results, digital photographs.

Resources

Children will have opportunities to use a range of resources and artefacts. They are given instructions in the safe and considerate use of these items. All equipment necessary will be accessible to children.

High Quality Texts

All classrooms have access to a range of high quality fiction and non-fiction books specific to the history topics being taught.

Digital Learning

The use of technology to support and enhance pupils' learning is a high priority in school to provide pupils with the necessary skills for the next stage of education, lives in an ever-changing digital society, future careers and ensure that the school offers excellent approach to blended and remote learning (please refer to our teaching and learning policy for more details).

In history, teachers plan to use a range of online resources making good use of the school laptops and iPads. A range of apps and websites will help the children develop their knowledge of the past. This could involve doing research, quizzes, exploring 3D models, exploring locations children couldn't visit in real life and watching documentaries.

Health and Safety

We must obviously be alert to any possible dangers when working in school. It is very important that children are aware of the safe handling and storage of any tools and equipment. Risk assessments are carried out prior to any visits or visitors attending the school.

Equal Opportunities and Special Education Needs and Inclusion

All children are given opportunities to access the National Curriculum requirement. All children regardless of ability, ethnicity, religion or gender, will be given equal opportunity to access all aspects of the History curriculum. Any child experiencing difficulty in accessing part, or all, of the curriculum, will be supported with the time, materials and equipment to access the activity at their own level where this is practically possible. Planning, resources and displays will reflect positive images of all communities represented in our society.

British Values and History

British values, including those of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs are embedded in the History Curriculum. Children explore issues such as democracy in their historical context and relate them to the modern day through studying events where British values were tested such as the Roman Empire and its impact on Britain and Britain's settlement by Anglo Saxons and Scots.

This enables children to understand how, overtime, changes happened and encourages them to evaluate their impact. In addition to this, children celebrate the achievements of various famous British people thus enabling children to develop an awareness of how they have influenced and shaped the country in which we live. This includes an appreciation of the impact of their work and contributions. Teaching children to respect and value diversity is embedded throughout the whole curriculum. In History, children are encouraged to show respect for different viewpoints and ideas which we promote during more in-depth discussions. We also expect our children to work effectively together both individually and in groups.

Impact

Assessment for Learning

At The Federation of Middleham (VA) & Spennithorne (VC) CE Primary Schools assessment is an integral part of the teaching process. The assessment of children's work is on-going to ensure that understanding is being achieved and that progress is being made, this is done in a range of way including quizzes to check retention of knowledge over-time, use of exhibitions or presentations to the school community to showcase the work they have done. Teachers take time to review pupil knowledge, and take the time to use these assessments to inform and adapt future planning. Opportunities for pupils to make connections to deepen understanding is central to learning and this is outlined in our curriculum maps for each subject.

Feedback is given to the children as soon as possible, and marking work will be guided by the school's Marking Policy.

Teacher's update the assessment tracker half termly for English (reading, writing and phonics) and Maths and for foundation subjects following a topic (at least termly) to record progress and objectives covered.

Subject Leaders monitoring

The subject leader reviews standards and monitor the impact of the curriculum provision whilst also ensuring training and resources are up to date.

Monitoring and review

We are aware of the need to review the school teaching and learning policy regularly so that we can take account of new initiatives, pupil needs, changes in the curriculum, developments in technology or changes to the physical environment of the school