

History Policy



The Valley Community School

Reviewed: July 2023

**Reviewed by: Linked Governor and
B. McGinley**

To be reviewed: July 2024

The Valley Community School

OUR VISION

“A world class centre of outstanding learning”

OUR MISSION

“Together we’re better”

Founding principles that underpin our philosophy of
being truly inclusive

We aspire in all we do to ensure we create a culture of:

High Equity:

Narrowing the gaps between pupils in different socio-economic groups

High Achievement:

For all through rigorous challenge, adaptation and reflection

High Inclusion and Engagement:

Adapting and supporting narrowing and bridging gaps in achievement

High Expectations:

Of ourselves, our pupils and our families in effective partnerships

Our core values:

Acceptance

Fairness

Trust

Equality

Respect

History Policy

The school feels strongly that there is a need to develop both global citizenship and, where possible, teach the fundamental principles of British Citizenship.

This encompasses:

- a sense of fair play
- tolerance
- duty and remembrance
- respect
- values
- ethics
- belonging
- contributing to and supporting all our local communities
- perseverance.

HISTORY INTENT:

Our teaching vehicle is based on key skills and knowledge to ensure the National Curriculum is met.

Purpose of study

We believe that a high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils 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.

History Curriculum Statement of Intent:

Rationale – why this curriculum design?

Primarily, we want to be sure the curriculum meets the National Curriculum requirements and from this we have built an enhanced offer that goes beyond the requirements.

Secondly, our curriculum learning goals as used by pupils and staff build on these and add the disciplinary and substantive knowledge pupils need to progress.

Thirdly, the adaptations we have made mean each year group has a set and specific set of objectives that also encompass linked learning, British Values and SMSC.

The programme:

- To develop all children and young people's understanding of their place in the world; to promote curiosity and fascination – to become an active learner with a passion for history
- To develop in all children and young people a sense of who they are locally, nationally and globally
- To develop well-rounded and successful historians, informed by the National Curriculum, and exposed to planned and differentiated lessons, taught with a clear history objective
- To develop a knowledge of chronology within which children and young people can organise their understanding of the past
- In key stage 1 children learn basic disciplinary skills around themes. In key stage 2 we follow broadly chronological units, with the exception of a linked DT/HIS (local study) unit in Y5.

Disciplinary knowledge

Children and young people will be able to:

- Effectively use a range of artefacts and sources, analyse nature, origin, purpose, utility, accuracy and reliability – how do we know this?
- Consider causation and significance of key events
- Utilise opportunities outside the classroom including home learning to enrich experience (Direct and Indirect learning)
- Learn without limits, making cross-curricular links to secure application and mastery
- Builds on strong Early Learning Goals aligned to the EYFS framework

Key areas of the structured knowledge in the History Curriculum:

- Enquiry
- Knowledge
- Interpretation
- Chronology
- Communicating

Adaptations:

We felt our curriculum adaptations needed to add specific content knowledge that is more progressive and incremental.

The additions also added requirements to learn about issues of relevance that we feel **are most significant for our children to learn**, here at The Valley Community School, specific to each unit and each year. These incremental programmes set out precise unit and end of phase teaching elements, with key knowledge to learn.

The school felt the need to group our teaching and learning around. This is how supplementary knowledge broadly matches the IPC:

- Chronological Understanding
- Historical Depth of Knowledge
- Historical Enquiry and Interpretation
- Big Ideas and Larger concepts

History: we concur that a sequencing methodology should consider careful decisions on all 3 of these levels:

- topic choices
- content choices
- decisions on further detail and emphasis within the broad content selected

Adaptations and reasonable adjustments as generic practices:

- Pupils with SEND generally study the same curriculum scope as other pupils.
- Our teachers have the same level of ambition for all pupils. They use specialist advice to adapt their teaching approaches where necessary.
- Our teaching assistants are well briefed in the subject knowledge aspects to be studied and learnt and the approaches taken.
- Teachers and specialists, including the SENCO support pupils in their role.

- Classroom resources and learning outside the classroom are adjusted, and where necessary risk assessed, as required, to ensure that all pupils are active learners.

How we make suitable adaptations to support the learning of disadvantaged and pupils with special educational needs

- Schemes of work in the short, mid and long-term, with clearly defined stages and practical objectives exemplified clearly
- Pre-teaching key concepts and language
- Post-teaching to consolidate
- Supporting accessibility by understanding by focussing on key vocabulary
- Using hands on drama, making and the arts, rather than defaulting to reading/written content only
- Using ICT technology, apps, video and computer based technologies where appropriate
- Waves of intervention that focus on Basic Skills and language proficiency that supports wider curriculum accessibility
- Re-visiting units and consolidating learning

Assessment adaptations-examples

- These may include a focus on discussion and observation
- Small incremental assessments
- Increased time for pupils to respond and recall information
- The need for some pupils to reactivate knowledge with visual prompts

Examples of Substantive Knowledge learning:

EYFS

Children do not initially need comprehensive or complex knowledge of concepts. The power of stories to support children to access unfamiliar content is also well established. We do however consider the basic ideas of past and present and early history concepts led by pupil interest and thematic aspects.

KS1

Effective teaching at this stage can also begin to develop children's chronological knowledge. Concepts such as 'the past' are highly abstract for young children. As such, knowledge of

chronological concepts must be developed through repeated encounters with meaningful examples in familiar context

KS2

Pupils from key stage 2 will also begin to learn disciplinary knowledge. This will support their learning and understanding of substantive knowledge and can be suitably adapted as necessary.

History: our sequencing methodology considers carefully:

- topic choices
- content choices
- decisions on further detail and emphasis within the broad content selected

In our broad curriculum:

We build opportunities for teachers to discuss content selection and its purpose. This must cover the aims and objectives of the National Curriculum..

Progress in history

We agree with the latest research that pupils make progress in history by developing two types of specific knowledge:

Substantive: their knowledge about the past (this knowledge is often described as 'substantive knowledge')

Disciplinary: their knowledge about how historians investigate the past, and how they construct historical understanding.

Curriculum

Historical teaching and learning in the Foundation Stage forms part of the cross curricular work throughout. As part of developing children's understanding of the world, children have experiences that introduce the concept of time and change. They explore patterns and routines and should be able to 'Talk about past and present events in their own lives and in the lives of family members.' (EYFS Profile Handbook 2015)

In Key Stages One and Two, history take a more skills-based, cross-curricular approach in line with the National Curriculum.

The knowledge, skills and understanding, and the breadth of study to be developed in Key Stages One and Two are taught to cover all aspects of the new National Curriculum.

Assessment

In the Foundation stage, history assessment forms part of 'People and Communities' and 'The World' in the Foundation Stage Profile.

In Key Stages 1 and 2 assessment is based the National Curriculum and it's subsidiary guidance.

Resources

History resources, are stored in the relevant year group's resource areas. We also take part in a local Museum Loan Service to boost our resources when teaching certain history topics.

Visits and Visitors

At The Valley School we recognise the importance of visits to places of historical significance and of visitors into school to bring historical learning to life and to give it the WOW factor. We also have links with the local museums, some old people's homes, Smithills Hall and Hall l'th Wood.

Staff must refer to our 'Educational Visits Policy and Guidelines' when taking children on trips. This provides important information such as the need for at least the trip leader to make a pre-visit to the site of the proposed trip, the need for a risk assessment to be undertaken to assess any potential or real hazards the minimum ratio of staff to children, which varies according to the age of the children on the trip and the need for parental permission.

Inclusion

In accordance with the school's overall policy, history is to be an inclusive subject. The work is to be tailored to meet the needs of all children. With this in mind, staff planning work should take into account the particular needs of specific children. It may be necessary to alter planned work to include all. A multi-sensory approach should be adopted. Lateral thinking has to be employed to ensure all children receive their full entitlement.

In developing our sequencing methodology we have considered the latest research available to us, that being that presented by the Historical Association and Ofsted Research.

Deploying both substantive and disciplinary knowledge in combination is what gives pupils the capacity or skill to construct historical arguments or analyse sources. This is because knowledge of the past must be shaped by disciplinary approaches in order to become historical knowledge. Similarly, acquiring disciplinary knowledge is made purposeful and meaningful to pupils when it is related to particular historical problems where pupils have sufficient knowledge of the period, setting and topic to reason, to make inferences and to grasp the terms that others are using in any debate.

Content that is prioritised is often referred to as 'core knowledge'. Core knowledge is the knowledge that, within a particular lesson or topic, curriculum designers and teachers deem most important for pupils to secure in their long-term memory. No particular content is innately or always 'core'. 'Core' is merely a status conferred on content by curriculum designers and teachers. These decisions focus curricular and pedagogical thinking and can support individual teachers in making better 'live' and ad hoc curricular decisions.

Some knowledge might be particularly important for what pupils are learning in their current topic or lesson. Some knowledge might be particularly important for pupils' outcome tasks at the end of a topic. This might include detailed and secure knowledge of events and individuals. This knowledge will need to be secure and well-organised in pupils' minds for them to be able to draw on and transform it to construct historical arguments.

'Fingertip' knowledge has an important role in current learning (usually for the duration of the immediate topic). The importance of memorising this knowledge may not extend beyond that topic.

Language learning is a huge part of reducing cognitive load and explicitly supporting our pupils.

We also develop substantive concepts as “Big Ideas.” In History-these are outlined in the curriculum plans, such as:

- civilisation
- empire

We secure pupils’ progress within a high-quality curriculum, this includes:

- pre-teaching or earlier encounters with concepts
- Units of consolidation
- assessments to check pupils’ security with these concepts
- intervention to address gaps or misconceptions
- language conventions for EAL learners of key terms and vocabulary to attach ideas to
- Specific opportunities are planned for pupils to develop their knowledge of some particularly important substantive concepts.
- The curriculum ensures that pupils regularly encounter a wide range of important substantive concepts.
- Pupils have opportunities to read or hear appropriately challenging texts.

Developing pupils’ mental timeline

Cumulatively, pupils’ knowledge of periods and events will form a network of knowledge that might be conceptualised as a ‘mental timeline’. This is an example of a complex schema, which might include components such as:

- broad characterisations of particular periods
- understanding of general features of periods
- knowledge of the chronological order of broad periods such as knowledge of particular dates and events
- knowledge of broad developments, links or themes across periods

Our history curriculum has the following features:

- Teaching and curriculum design secure pupils’ chronological knowledge.
- There are opportunities for pupils to study aspects of the past in overview and in depth.
- Teaching helps pupils to develop coherent historical narratives and organising frameworks for their knowledge of the past

- Pupils are supported to learn new content by meaningful examples and understanding of the specific historical context that makes ideas and concepts more familiar.
- Pupils have repeated encounters with a wide range of important concepts in a number of different contexts. Revision and consolidation periods.
- Teaching emphasises some content and concepts for direct and explicit teaching, but it also ensures wide-ranging opportunities for incidental learning.
- Teachers and curriculum designers recognise the crucial role of contextual and background information in learning new material.
- Pupils encounter rich stories and contextual details about the past, which make abstract ideas more meaningful.

We also develop disciplinary ideas of:

- Cause, effect and consequences
- change and continuity
- similarity and difference
- historical significance
- sources and evidence
- historical interpretations

Our high-quality history education has the following features:

- Curriculum design and teaching are informed by knowledge of the rich traditions and complex methods and assumptions of academic history.
- Teaching identifies and addresses potential misconceptions about historical enquiry.
- Teaching and curriculum design accurately represent the complexity of academic history and avoid simplistic or reductive approaches to disciplinary knowledge that might encourage misconceptions.
- The school history curriculum is designed to develop the depth and complexity of pupils' disciplinary understanding over time through meaningful examples.
- The curriculum introduces pupils to diverse interpretations, not only academic ones, but also popular and public forms of history, so that pupils understand fully the complex social processes that cause certain stories to be told about the past and others not to be told.

- Substantive and disciplinary learning are carefully integrated, strengthening each other rather than being taught in isolation.
- The curriculum develops pupils' understanding of a range of historical time periods. This is not done by rushing through them in outline, but through careful interplay of depth and overview studies.
- Pupils study the past through a range of different timescales, including in overview and depth.
- Pupils learn about a wide range of places, societies and cultures in the past.
- Pupils build a coherent and thorough knowledge of British history. Studies of each time period are informed and strengthened by multiple reference points in other time periods.
- The curriculum and teaching reflect the complexity and diversity of the past and explore a range of different individual and group experiences.
- Curriculum designers avoid negative representations of groups by considering the cumulative representation of groups across the curriculum.
- The curriculum prepares pupils for life in modern Britain by developing pupils' understanding of the role, contribution and importance of different groups of people.
- The curriculum supports pupils to contextualise their own experience and identity within the history of their local community, Britain and the world
- the likelihood of pupil misconceptions
- the need for secure substantive knowledge
- the importance of pupils developing disciplinary knowledge through specific, meaningful examples that represent academic history accurately

Key features of effective teaching:

- Teaching draws attention to important content and terms, and frequently revisits these ideas.
- Exposition is clear and builds on pupils' prior knowledge.
- Teaching uses narrative, story and rich historical contexts to support learning of new material. Strong link to literacy spine

- Curriculum design and teaching are adaptations are discussed
- Adaptations for pupils with SEND are carefully considered and take into account the importance of background information in learning. Guidance is provided.

Assessment in history:

- Formative assessments are designed to identify gaps in pupils' knowledge of specific content and concepts.
- Summative assessment in low stakes mini-tests and recall activities
- Home learning and further research
- Teachers draw valid inferences from formative assessment and can therefore meaningfully identify and address gaps in pupils' knowledge.
- Curriculum design and teaching are not distorted by 'teaching to the test' but rather focus on developing the range, depth and security of pupils' knowledge.
- A range of different assessment approaches are used together to assess pupils' knowledge.

We develop breadth and broad balanced curriculum by:

- Providing adequate curriculum time is given to history to enable teachers to deliver a broad history curriculum that develops secure knowledge for pupils. (blocked units)
- Senior leaders alongside the subject lead have assured themselves of the quality and breadth of the history curriculum. They understand how pupils progress in history-structured Schema and revision periods
- Teachers and Subject leaders use guidance and supportive materials to provide background knowledge, as provided by the International Primary Curriculum

Computing

Computing is a valuable tool to enhance teaching and learning in history, and historical work can provide a relevant and purposeful way of practising computing skills too, such as research and presentation of history.

Access to the Internet and DVDs can be used to make historical teaching and learning more exciting and bring images of important people and places to life instantly in our classrooms.

ICT equipment such as laptops, 'Learning By Questioning' tablets and cameras can be used by children and teachers to gather information from trips and visitors to our school. Presentations produced during computing lessons can also be shared with peers and other staff to promote learning.

Our 'Switched On' computing scheme of work has units which link to children's historical learning. For example, in the Year 5 unit of work 'We are Architects' 3 D software is used to create a design of the Parthenon. A Year 2 unit of work 'We are Researchers' is also linked to history and significant individuals from the past.

Celebration of Success

It is important to value and celebrate children's achievements in history. There are lots of ways in which this can be done e.g. through displays both inside the classrooms and in the resource areas (including computing) through sharing work with parallel classes and other year groups and also by rewarding outstanding effort and attainment in assemblies.

Impact:

- Within history, we create a supportive and collaborative ethos for learning by providing investigative and enquiry based learning opportunities.
- Emphasis is placed on investigative learning opportunities to help children gain a coherent knowledge of understanding of each unit of work covered throughout the school.
- Our history curriculum is high quality, well thought out and is planned to demonstrate progression.
- We focus on progression of knowledge and skills and discreet vocabulary progression, also form part of the units of work.

We assess the impact of our curriculum through the following methods:

- Assessing children's understanding of topic linked vocabulary before and after the unit is taught.
- Summative assessment of pupil discussions about their learning.
- Images and videos of the children's practical learning.
- Interviewing the pupils about their learning
- Moderation staff meetings where pupil's books are scrutinised and there is the opportunity for a dialogue between teachers to understand their class's work.

- Annual reporting of standards across the curriculum

Assessment, recording and reporting procedures

The EYFS:

All our subjects begin life the EYFS, where pupils work towards understanding the foundational aspects of the national curriculum subjects. Whilst subjects may not be studied as discreet subjects, key elements and the foundations for subject learning are taught to secure effective transition to Year 1

Reporting to Parents

Completed via Parents' Evenings, termly reporting procedures and ongoing discussions where necessary to support home learning and maximise impact,

Adaptations and reasonable adjustments:

How we make suitable adaptations to support the learning of pupils with special educational needs

- Pupils identified as having Special Educational Needs generally study the same curriculum "scope" as their peers unless there is specific cognitive reason that makes this impossible, or pupils are working at a level significantly below their peers with large gaps in learning.
- Our teachers have the same level of ambition for all pupils. They use specialist advice to adapt their teaching approaches where necessary.
- Our staff are well briefed in the subject knowledge aspects to be studied and learnt and the approaches taken.
- Teachers and specialists, including the SENCO, support pupils in their role.
- Classroom resources and learning outside the classroom are adjusted, and where necessary risk assessed, as required, to ensure that all pupils are active learners.
- Adaptive practices within the lesson itself are used ensure exceptional progress

Our Inclusion practices may also include:

- Schemes of work in the short, mid and long-term, with clearly defined milestones and practical objectives exemplified clearly
- Larger elements broken down into smaller components

- Cross curricular consolidation
- Pre-teaching key concepts and language
- Post-teaching to consolidate
- Supporting accessibility by understanding by focussing on key vocabulary
- Using hands on activities, rather than defaulting to reading/written content only
- Using Visual prompts and stimuli, ICT technology, apps, video and computer based technologies where appropriate
- Waves of intervention that focus on Basic Skills and language proficiency that supports wider curriculum accessibility
- Overlearning key concepts that build towards longer term aims and ambition

Assessment adaptations-examples

- These may include a focus on discussion and observation
- Small incremental assessments
- Increased time for pupils to process information, respond and recall information
- The need for some pupils to reactivate knowledge with visual prompts

Assessment in general

Staff will need to ensure that during lessons they observe children as they are working with them. This is in order to make assessments that support the next step in learning and so that progress is monitored. Components of objectives achieved build towards specific elements/blocks recorded on Educater, the schools' tracking system.

This is completed at least once per term but ongoing formative assessment takes place all the time.

Progress is judged "within the curriculum" as pupils build their cumulative knowledge towards longer term larger curriculum aims:

- In the lesson
- Across a range of lessons
- Across the Year (SCIENCE/ENGLISH/MATHEMATICS)
- Across the phase KS1 LKS2 UKS2 (IPC)
- Preparation for next phase of learning REC/KS1/KS2/Y7

Metacognition and harnessing the learning narrative:

To support learning, vocabulary will always be examined and discussed by pupils in each new lesson.

This approach reduces cognitive load (CLT) and allows pupils to easily reactivate prior learning. Strong links will be made with previous and future learning and pupils will explicitly see themselves on a “Learning Pathway” or journey.

Previous learning will be reactivated via discussion and books and sketch books will support a sense of a visible learning pathway.

This will be achieved using photographs and strong visual and language reminders for pupils of previous learning. This approach is most important for our lowest achieving 20% of pupils who often have communication, language delay, this can be most complicated by pupils presenting as being on the Autistic Spectrum Conditions (ASC).

Whilst the curriculum remains constant the pedagogy used to access the curriculum will differ, some pupils will need additional processing time to “over learn” concepts and consolidate learning. Other pupils may need a variety of taught and sequenced strategies to support longer term progress in the curriculum.

Long and short term planning and sequencing

Long, medium and short term planning is the responsibility of individual teachers who take account of the needs of the children in a particular class; the topic area they are covering and the progression guidance then plan accordingly, building components towards long, medium and short term aims of the curriculum.

Related policies

- Assessment Policy
- Teaching and Learning Policy
- Curriculum Policy
- Scheme of work
- History overview

Systemic documents

Key documents held in house and maintained by subject leaders that promote, monitor and support this subject development.

- Position statement

- Action and/or development plan
- External and/or Internal Data Profiles
- Impact statement
- Monitoring plan
- Documents that support exemplification of standards

Equal Duties/ Opportunities and Inclusion statement

The school is committed to ensuring every child irrespective of race, gender, ability and disability, culture and religion achieves their absolute maximum potential.(please refer to the 9 protected characteristics)

Community Cohesion

The school sees community cohesion as being implicit in everything that the school does in developing well rounded and knowledgeable individuals who not only tolerate the views of others but value the importance of diversity.

Role of Subject leader

- To lead development of subject in school ,
- provide guidance to individual staff members and professional development
- regularly update staff
- review and monitor the success of the planned units of work, components and learning sequencing
- be responsible for the organisation and maintenance of resourcing
- Support staff in appropriate and manageable assessment
- Support staff, alongside the SENCO in making reasonable adjustments and adaptations
- Monitor impact, plan and review
- Keep up to date knowledge of all association and “body” recommendations including research information