

	<h1>History Policy</h1>	
First Published	January 2008	
Reviewed	July 2022	
Subject Leader	Ben Rowsell	
Intent in history		
<p>History should be concerned with stimulating the children's interest and understanding about the life of people who lived in the past. We aim for the children to develop a sense of identity and a cultural understanding based on their historical heritage. We teach children to understand how events in the past have influenced our lives today; we also teach the children to investigate these past events and, by so doing, develop the skills of enquiry, analysis, interpretation and problem solving. As children progress through the school, we provide them with a chronological understanding of the past.</p>		
<p>At Molescroft Primary School we ensure that areas of history are investigated in detail to avoid stereotyping the past. The lives of the rich and the poor are made clear within periods of time such as the Victorians which is taught as a local historical study. Our aim is to empathise with people in the past in an attempt to explore and understand. With our World History Day celebration, we also give the children the opportunity to explore, celebrate and experience other historical periods or events as a whole school that do not necessarily appear within the National Curriculum.</p>		
Role of the Subject Leader		
<p>The subject leader is not expected to know "everything" about a subject but is expected to be fully abreast of how best to teach and organise the subject in addition to being aware of current best practice and research in the subject.</p>		
<p>The subject leader will moderate the standards of children's work and the progression of planning, teaching, and learning across the school. This includes the transition from the Foundation Year; understanding how the subject's foundations are grounded and developed in the Foundation Year.</p>		
<p>The subject leader will support colleagues in the teaching of the subject, informing them about current developments in the subject, and providing a strategic lead and direction for the subject in the school. This will involve leading teacher meetings as required and producing an annual subject evaluation to feed into the Standards Night and through to the new School Improvement Plan.</p>		

The subject leader should advise the Headteacher, staff and governors of current practice in the subject and any new initiatives put forward by the government or LA.

Role of the Governing Body

The governing body should, in cooperation with the Head teacher, determine the school's general policy and approach to the subject at the school. This will include the priority given to the subject within the context of the whole curriculum.

Implementation - Entitlement, Curriculum Organisation & Planning

At Molescroft Primary School our intention is to provide quality teaching and learning of history to promote:

- An understanding of life in the present by exploring the past.
- A knowledge of significant events in British history and an appreciation of how societies and people have changed over time.
- A sense of chronology.
- An enjoyment and appreciation of the richness of the past.
- An understanding of society and their place within it, so that they develop a sense of their cultural heritage.
- An understanding of historical concepts such as cause/consequence, continuity and change etc.
- An understanding of how evidence is used to make historical claims.
- Perspective between local and international history encompassing all areas of history such as political and religious.

It is our intention at Molescroft Primary School to enable the children to think as historians with the emphasis on examining historical artefacts and primary sources. The investigation of photographs, paintings and texts provides the children with more valuable experiences than studying history books. We also recognise and value the importance of stories in history teaching and we regard this as an important way of stimulating interest in the past as well as exploring history through literacy. We focus on helping the children to ask searching questions about the information they are given in order to understand the past. We understand that children learn in a variety of different ways therefore the teachers employ a range of teaching strategies, which are appropriate to history. We have written schemes of work for history based on the National Curriculum which teachers use as the starting point for their curriculum planning. We provide differentiated expectations and descriptors across the key skills to ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit and ensure they are increasingly challenged. Long term planning maps the history topics studied in each term in each year group

. History has been allocated the following times:

	% of time	time per year
Key Stage 1	3.5%	37 hours
Key Stage 2	3.5%	37 hours

This time is then distributed across the media in which the children will work with as shown on the key stage long term plans for history. See the Long Term Curriculum Plan. Within the term the teachers decide how best to apportion the time allocation. Usually the work is taught as a block of lessons.

The schemes of work provide an overview of the expectation within that unit of different abilities as well as a list of key skills and vocabulary to address.

Class teachers write a short term plan for each lesson using the accelerated learning format. The plans clearly state the objectives for the lesson.

Educational Visits are used within units of work wherever possible to enhance the children's learning opportunities.

Monitoring the Impact (Assessment, Reporting and Recording)

Assessment is carried out using the FLiC system throughout the school. FLiC allows teachers to continuously assess children in history across different skills which are appropriate to both KS1 and KS2. These skills include:

- Constructing and organising historical response
- Asking valid historical questions
- Demonstration of chronological understanding
- Use of historical vocabulary

The annual report will identify whether each child is working at a developing, secure or enhancing level for that particular skill. Teachers return to these objectives after each history unit and reassess throughout the year.

Mastery in History

What does it mean to achieve mastery in history

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, build a chronological framework, make comparisons across time periods, understand the cause of significant events and understand their consequences as well as scrutinising the validity of evidence and relating history to their own lives. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships

- Coherence means in history:
 - ❖ The process of lesson design is consistent across the school due to the assessment framework designed as a tool to differentiate lessons.
 - ❖ At the beginning of all units, children will look back at time periods studied previously. This encourages them to build on their chronological framework and see every unit in the wider context of time.
- Variation means in history:
 - ❖ In history, children are taught the same historical skills throughout the school but the skills are applied to a variety of different time periods.
 - ❖ In terms of evidence, the same question will be applied to different sources such as artefacts, pictures/paintings, written accounts as to whether they are a reliable source.
 - ❖ History is taught to meet the needs of different learning styles including using drama, extensive written work, discussion and using media including video footage.
 - ❖ Children are encouraged to ask a variety of questions on one particular subject whether that be a piece of evidence, an event or the time period in general.
- Structure means in history:
 - ❖ History units are applied to these key skills:
 - Developing a chronological understanding putting the time period in context with those previously studied
 - Understanding the cause or consequence of a significant historical event
 - Understanding what has changed and stayed the same since a time period
 - Understanding the impact of a time period on our lives today
 - The opportunity to ask historically valid and deep questions
 - Analysing evidence and questioning its validity
- Fluency means in history:
 - ❖ The same skills being taught across both key stages, children are given the opportunity to develop them at a deeper level.

- Making connections / logical reasoning means in history:
 - ❖ Connections are constantly being made in history lessons and units. Whether that be between time periods previously studied or to the present day.
 - ❖ History is always taught in the context of a chronological framework among other time periods.

KEY CONCEPTS/THEMES/PROCESSES which run through the units which need to be developed, step by step, and show progression year on year? These are reflected in the organisation of objectives in FLiC and the assessment grids.

- Developing a chronological understanding putting the time period in context with those previously studied
- Understanding the cause or consequence of a significant historical event
- Understanding what has changed and stayed the same since a time period
- Understanding the impact of a time period on our lives today
- The opportunity to ask historically valid and deep questions
- Analysing evidence and questioning its validity

History in the Foundation Stage

History in the foundation stage is taught under the umbrella of 'Understanding The World'. The children are supported in developing the knowledge, skills and understanding that helps them to Make sense of the world. In history the children work towards achieving the following Early Learning Goals:

- To talk about past and present events in their own lives and in the lives of family members.

Relationship with the rest of the curriculum and Cross Curricular Opportunities

In both key stages the positioning of the history units is designed to compliment the focus link for that term. For example in year one the unit 'What were homes and toys like long ago?' takes place in the spring term with the focus link 'Homes and Buildings'. The units are designed to coincide with work on homes in Design and Technology and materials in Science.

History contributes significantly to the teaching of other subject areas:

- Literacy – History actively promotes the skills of reading, writing, speaking and listening.
- ICT – Children use ICT in history to enhance their skills in data handling, presenting work and researching information using the internet.
- Drama – Children use their knowledge and empathy to take on the roles of people from the past and share their experiences.
- Art – Children use their knowledge of periods they have studied to complete art units eg.. The Great Fire of London, Egyptian printing, Silk painting around the theme of Hull etc.

History also enhances other areas such as Science, Design and Technology and Geography through the positioning of the unit in the focus link.

Promoting Equality & Inclusion

It is the responsibility of teachers to ensure that all pupils, irrespective of gender, ability or race have access to the curriculum and make the greatest progress possible. Teachers set suitable learning challenges and respond to each child's different needs.

SEN/D

In history, we take an inclusive approach where children of all abilities have the opportunity to succeed. Through following the assessment framework, children who are working below the expectation have an appropriate objective to work towards. This objective is not restrictive and within a lesson, SEND children will have opportunity to work at the expected level. Furthermore, children working below the year group level can access the previous year group objective if necessary.

Talented Pupils

In history, it is vital that talented children have the opportunity to make progress. We must be aware that talented historians are not those who exhibit and relay a high level of knowledge **only**. Talented pupils will question deeply, make clear links and comparisons between historical time periods and events. Again, using the assessment framework, there is always opportunity for talented historians to make progress and for teachers to plan for their needs.

Resources

- Subject books from the library service
- Websites
- Apps: The History of Everything, Timeline.

Molescroft Primary School and Woodmansey CE Primary School Curriculum Policy

FLIC Objective	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To identify what has changed and stayed the same since a particular time period or event	Pupils know things used to be different but can't give specific examples.	Pupils can identify differences and similarities between the time period and their own lives.	Pupils can identify at least one aspect of cultural, economic, military, political, religious and social historical changes, as result of the period and history being studied.	Pupils can identify what has changed and what has stayed the same.	Pupils can state examples of what has changed and stayed the same. They can recognise changes over time.	Pupils can state examples of what has changed and what has stayed the same since a given time period in cultural and social areas.
	Pupils can say how things have changed by identifying the similarities and differences between the current history topic and the child's life. For example: Washing Dolly in Victorian era different to washing machines.	Pupils can identify differences and similarities between the time period, their own lives and another time period they have studied.	Pupils can identify at least two aspects of cultural, economic, military, political, religious and social historical changes as result of the period and history being studied.	Pupils can identify what has changed and what has stayed the same comparing the present day with the period being studied. Pupils can identify some aspects of cultural, economic, military, political, religious and social historical changes as result of the period and history being studied. (as appropriate)	Pupils can state examples of what has changed and stayed the same and hypothesise as to reasons why. They can track changes over time.	Pupils can consider changes and continuity across all areas including culture, economy, politics and military. They can see continuity and change between time periods they have studied as well as the present day. E.g. They can track the changes from The Stone Age right through to the present day.
	Pupils can explain how things have changed, analyse why they have changed and how this affects us now. E.g. Electricity meant appliances could be invented which makes our lives much easier.	Pupils can confidently identify similarities and differences between time periods and their own lives and think about reasons for the change. E.g. 60's music would be different to things in 1666 due to things becoming more modern.	Pupils can identify a range of aspects of cultural, economic, military, political, religious and social historical changes as result of the period and history being studied.	Pupils can identify what has changed and what has stayed the same. Pupils can identify most aspects of cultural, economic, military, political, religious and social historical changes as result of the period and history being studied.	Pupils can state examples of what has changed and stayed the same and hypothesise as to reasons why. They can track changes over time and hypothesise future development.	Pupils have a clear view of the big picture and can observe the trends and ideas that have changed throughout history. They can generate theories on ideas/concepts and inventions that have sprung from those that have evolved. E.g. Explain why farming has existed since the Mesolithic Stone Age whereas clothing/transport/communication has developed.

FLIC Objective	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To ask historically valid questions	Pupils can ask simple closed questions when guided. E.g. Were the ships really big?	Pupils can ask general questions with support of an adults.	Pupils need support and guidance to frame relevant historical questions regarding the historical period being studied.	Pupils can ask a few relevant historical questions regarding the historical period being studied.	Children will be able to ask relevant questions based on their own experience and wanting to relate the time period to their life. E.g. what did they eat? Did they have toys? What were their homes like? Did they travel far?	Children ask relevant questions and are capable of considering possible answers. Their questions explore relevant areas of research and some are open.
	Pupils can ask questions independently. These may be very general and closed. E.g. Did they wear different clothes? Did the children go to school?	Pupils can ask some simple open questions that are valuable. lines of research.	Pupils can ask a few relevant historical questions regarding the historical period being studied. e.g. How did the Romans change Britain?	Pupils can ask some relevant historical questions regarding the historical period being studied. These questions are based on an understanding of the relative position in time. E.g How did the Ancient Egyptians travel as they had no energy as we know it today?	Children can ask relevant and searching questions considering where the answer will lead them. This can be assessed by asking children why they are asking that particular question. E.g. How did Stone Age Man survive in the wild?	Children ask meaningful and relevant questions and are capable of considering possible answers. Through questioning they hypothesise. Their questions explore many areas of civilisation e.g. culture, politics, economy and military and are generally open.
	Pupils can ask more specific open questions that are relevant to the topic. E.g. How did the ships move without engines? Why did the children get punished?	Pupils independently pose valid and appropriate questions based on prior learning	Pupils can ask relevant and intuitive historical questions regarding the historical period being studied.	Pupils having asked the relevant historical questions, enable a line of enquiry to develop.	Children will ask questions that may be hypothetical in their nature. Children may consider "what if's" and their questions show a deep understanding of that time period and a genuine desire to analyse and explore	Children ask open and exploratory questions that are rooted in a genuine desire to investigate. These questions may be around topical issues showing the children have thought about connections between the past and now. E.g. What was the role of women in Victorian Hull and how has the role of women changed since?

Molescroft Primary School and Woodmansey CE Primary School Curriculum Policy

FLIC Objective	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
I can build a chronological narrative	Pupils can understand an event happened in the past but are unsure of how long ago.	Pupils can understand that an event happened in the past but unsure when. They may be able to make a simple comparisons to aspects of their own life. E.g. The clothes they wear are clearly different	Pupils can identify that the time period existed in the past but they are unable to place it in a framework with another time period; they may be able to compare it with some aspects of recent history.	Pupils can identify that the time period existed in the past but they are unable to place it in a framework with multiple time periods, they can compare it with just one other.	Pupils can identify that the time period existed in the past but they are unable to place it in a framework of multiple time periods. They may be able to compare it to just one other.	Pupils can identify that the time period existed in the past and can place it among some others they have studied
	Pupils can place the time period on a chronological framework in relation to their own life and family. E.g. I come to school in a car. They didn't have cars.	Pupils can place the time period within a chronological framework with other time events that they have previously studied. E.g. 1666 they had different transport to 1960s.	Pupils can place the time period within a chronological framework with other time events that they have previously studied. e.g Apollo landing. They use references perhaps technological to explain the ordering of time.	Pupils can place the time period within a chronological framework with the other time periods that they have previously studied, such as the Romans, Vikings and Anglo Saxons. They can identify some similarities and differences between them in areas such as clothing, way of life, architecture.	Pupils can place the time period in a chronological framework among multiple time periods they have studied, and place the time in the context of other significant events in history such as WW1, WW2, the Discovery of America. They can identify some similarities and differences between them in areas such as clothing, way of life, architecture, weaponry and battle strategies.	Pupils can compare time periods with explanation. They can demonstrate a complete chronological framework by referencing a variety of time periods they have previously studied. They are capable of investigating similarities, differences and trends.
	Pupils can place the time period among others they have studied and may even begin making comparisons between time periods	Pupils can place the time period among others and make comparisons empathetically between time periods thinking about how life would be different for people of that time.	Pupils can place the time period within a chronological framework with other time events that they have previously studied. e.g Apollo landing. They use a variety of references to explain the ordering of time.	Pupils can place the time period within a chronological framework with the other time periods that they have previously studied. They can identify similarities and differences across periods and see trends developing.	Pupils are comfortable in placing the time period among all they have studied. They are capable of making comparisons among all these periods, identify patterns and differences and their causes. E.g., similarities to the Egyptians because of the climate they settled in or because they were near water or had similar resources available.	Pupils' chronological framework is detailed and complete. They can compare and investigate with ease and can draw on knowledge from all time periods they have studied previously since Year 1 without prompting.

FLIC Objective	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To analyse evidence and question its reliability and source	Pupils can look at artefacts and predict what they might be.	Pupils can look at artefacts and consider how they help us to learn about the past.	Pupils are aware of different sources of evidence and use them to make suggestions. Pupils know that different people interpret evidence differently.	Pupils can begin to analyse evidence from a period of history. They may not be able to answer simple questions about its reliability and source.	Children can make basic sensible guesses on pieces of evidence based on objects familiar to them. They may not be able to expand on what this would tell them about the people or consider how reliable it is based on its source.	Children can consider evidence and make sensible guesses based around common themes such as daily life and culture. They will not consider beyond the idea of 'what is it'?
	Pupils can gain knowledge from different sources of evidence, and begin to think why one source might be better than another.	Pupils are aware of different sources of evidence and use them to draw inferences. Pupils understand that different people interpret evidence differently.	Pupils can analyse evidence from a period of history answering simple questions about its reliability and source.	Pupils can analyse evidence from a period of history answering questions about its reliability and understanding that there is more than one interpretation. They understand the difference between 'fact' and 'opinion'.	Children can make sensible suggestions on the nature of evidence. They can consider what this evidence tells them about a time period or people and they can consider whether or not evidence is reliable based on its source and can understand the possibility that historians may be wrong.	Children will consider questions around a piece of evidence beyond what it is. They will be capable of inferring what it tells us about people of that time and they will be able to discuss the reliability of the evidence and begin to consider which types of evidence are most reliable. They understand the term "propaganda".
	Pupils can assess the reliability of evidence by asking Do I really know what this is? Can I believe what he wrote? etc.	To be able to assess reliability of evidence and particular sources and explain how it affects information about the past.	Pupils can analyse evidence from a period of history answering simple questions about its reliability and source and deduce what it tells us.	Pupils can analyse evidence from a period of history answering questions about its reliability; and understanding that there is more than one interpretation. They understand the difference between 'fact' and 'opinion' and can spot evidence for both.	Children can look at evidence from different angles and consider several options of what it may or may not be- thinking each through. They can make inferences as to what this tells us about the lives of people at that time and can make connections and comparisons to other time periods or life today. Children clearly understand that different sources of evidence can be less reliable and may question what is considered common knowledge.	Children approach all evidence with a critical eye immediately questioning whether all is as it seems. They will think around the piece of evidence, drawing on existing knowledge and making connections and comparisons with ease. They will consider what evidence tells them about the people, their culture, their economy, their political structure etc. and draw detailed conclusions on the significance of the evidence and what it shows.

Molescroft Primary School and Woodmansey CE Primary School Curriculum Policy

FLIC Objective	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To understand the cause and consequence of a significant historical event or period	Pupils can recall information about a historical event and can think about whether it was negative or positive. <i>E.g. The Great Fire was caused by a baker and people were killed by the fire.</i>	Pupils understand what caused an event specifically and can consider immediate consequences. <i>E.g. The Great Fire was caused by a baker and people were killed by the fire.</i>	Pupils can give very limited reasons for a historical event happening and what the consequences were.	Pupils can give limited reasons for a historical event happening and what the consequences were.	Pupils can explain the most obvious cause or consequence of an event.	Pupils can understand the cause of a historical event on a basic/ obvious level not incorporating all contributing factors and can explain the consequences for people of that time.
	Pupils understand what caused an event and can think about the impact on people of that time at a basic level. <i>E.g. Man-kind's curiosity and inventive nature meant they built a rocket to land Neil Armstrong on the moon. It meant people could see more of space for the first time.</i>	Pupils can identify causes and consequences in a more general field. E.g. The cause was houses built from highly flammable materials and ill-prepared fire fighters. The consequences were the damage caused by the fire, losses to families etc.	Pupils can give reasons for a historical event happening and what the consequences were.	Pupils can explore differing reasons for a historical event happening (acting as historical investigators) and what the consequences were. of the event.	Pupils can explain, with viable reasons, the cause of a historical event and consider the impact on the people of the day. These causes may be inferred based on evidence or prior knowledge.	Pupils have a good understanding of the causes of an event and can infer other factors that may have contributed. They can understand consequences on a larger scale both geographically and chronologically.
	Pupils can describe with confidence why an event took place and the impact it would have had on people of that time in terms of emotions and practicality. E.g. people would have felt amazed and it meant mankind could find out more about space.	Pupils have a clear view of the bigger picture. They can identify the significance of the event and begin to consider the impact on their lives. This could include the ch identifying there is little impact.	Pupils can debate reasons for a historical event happening and what the consequences were.	Pupils can give a range of reasons for a historical event happening (acting as historical investigators) and what the multiple consequences were. of the event.	Pupils can hypothesise different outcomes if the event had happened differently or not at all.	Pupils have a detailed overview of event. They can explain, explore and analyse all factors that contributed and can consider the ripple of consequences across the world and across all time periods to the present day.

FLIC Objective	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To understand the impact of a time period/people/event on our way of life today	Pupils understand things have changed over time.	Pupils can understand at a basic level that a historical event was important but may be unable to understand that it could affect their life today.	Pupils recognise one way in which the studied historical civilization has impacted on modern life today.	Pupils can recognise ways in which the studied historical civilization has impacted on modern life today.	Pupils are able to recognise that previous time periods or people have an impact on our lives today. Children can recognise how their own lives have been influenced but the connections will be straight forward such as "They invented the alphabet and we use an alphabet today."	Pupils can make connections between previous time periods and our way of life today but may not understand the idea of history having an impact on our life today.
	Pupils can describe the impact of significant historical events in general terms. They may struggle to track it to their own lives. E.g. Explorers discoveries means the world people knew became bigger.	Pupils can consider the impact of a time period or people on their lives today giving examples. E.g. Because of the Great Fire, house construction perhaps changed and so we live in safer and more modern houses.	Pupils can identify ways in which the studied historical civilization impacted on modern life today. e.g answering the classic question "What did the Romans do for Us?"	Pupils can explain the impact of a time period on our way of life today. Pupils can identify a few ways in which the studied historical civilization has impacted on modern life today.	Pupils are able to understand that previous time periods or people can have a lasting impact on our lives today. Children can identify how their own lives have been influenced perhaps if the connection isn't particularly obvious. E.g. Ancient Greeks inventing the alphabet lead to giant steps in communication leading to technology such as telephones."	Pupils can understand that previous time periods have a significant impact on the lives of us and the world around us today. Children can think beyond their own lives and consider how historical time periods have influenced the modern world.
	Pupils can identify the impacts made by significant historical events and people on our way of life. E.g. Because explorers discovered new countries, we have more choice of food than people did then.	Pupils are able to identify impact and go further by thinking about how our lives might be different if the event had not happened or those people had not made discoveries etc.	Pupils can identify ways in which the studied historical civilization impacted on modern life today. e.g debating the classic question "What did the Romans do for Us?"	Pupils can explain the impact of a time period on our way of life today. Pupils can explain a range of ways in which the studied historical civilization has impacted on modern life today	Children have a wide understanding of how time periods and people have influenced their own lives. They can make connections using their inference skills to track back to the past considering how and why these influences have continued through time.	Children have a clear overview of the impact of previous time periods on our lives today. They can analyse and identify significant contributions to the modern world in areas including culture, politics and the military across all time periods they