

History Policy

Staff Responsible:	**Mr Stuart Ellis**
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Teaching and Learning in History

Subject Identity: History

Fingerprint Statement

History is a subject that explores the past and how it has shaped the world we live in today. History enables pupils to develop an understanding of chronology, cause and consequence, continuity and change. Through the examination of a range of sources and evidence, pupils investigate significant people, events and periods in history. Pupils are encouraged to think critically about different interpretations of the past, forming their own reasoned perspectives through historical enquiry.

Core Concepts and Themes

History is rooted in understanding how the past is interpreted, explained and used to make sense of the present. This understanding is underpinned by these key concepts:

- **Chronology** – understanding sequence, duration and period.
- **Cause and Consequence** – why events happened and what followed.
- **Similarity and Difference** - how people, events or societies were alike and how they differed.
- **Change and Continuity** – what altered and what stayed the same.
- **Historical Significance** – why people, events or ideas matter.
- **Interpretation and Evidence** – how the past is constructed and understood.

Disciplinary Ways of Thinking

These foundations are brought together through historical enquiry, which represents the disciplinary approach of the subject. Pupils are taught to investigate and interpret the past by applying the key ways of thinking that historians use.

This includes:

- Establishing chronology and understanding how periods, events and people are connected over time.
- Using evidence from a range of sources to construct and support conclusions.
- Exploring cause and consequence to understand why events happened and their impact.
- Considering different interpretations of the past and evaluating their reliability.
- Identifying change and continuity across different periods of history.

Through this approach, History enables pupils to think critically about the past, supporting them to investigate, interpret and explain historical events, people and societies through evidence and reasoned judgement.

Teaching and Learning Documentation

In order to communicate effectively each of our subject areas, key documentation is established by the Subject Leader and shared with all relevant teaching staff. This documentation includes: -

1. **Subject Policy**
2. **Curriculum Rationale**
3. **Unit of Study Overview**
4. **Knowledge and Skills Overview**
5. **Working Plan**

Together, this documentation collates the coverage and implementation of each of the Wider Curriculum Subject Areas.

Subject Leadership and Monitoring

Subject Leaders are responsible for monitoring and evaluating the effectiveness of their subject throughout the academic year. To ensure this is carried out systematically and with impact, the following key documentation is maintained and reviewed regularly:

1. **Subject Audit**
   An annual audit is completed to evaluate the overall effectiveness of the subject. This includes a RAG rating to identify strengths and areas for development, and to inform priorities for the year ahead.
2. **Subject Action Plan**
   A focused three-point action plan is developed, informed by both the School Development Plan and outcomes from the subject audit. This outlines clear next steps to support ongoing improvement and raise standards within the subject.
3. **Learning Enquiry**
   As part of the school's monitoring cycle, the Learning Enquiry process ensures a robust evaluation of the subject. This includes a range of activities such as book looks, learning walks, planning and resource checks, pupil voice and staff voice. Findings are collated, shared with relevant staff, and used to inform subsequent actions and next steps.

Delivery of History

Our Curriculum links subject areas from 'The Arts' with a subject area from 'The Humanities'.

- Art & Design and History
- Geography and Design and Technology

This approach ensures that each year group studies one 'Arts' subject alongside one 'Humanities' subject for a block, before alternating to the complementary pairing in the following block. As a result, pupils experience three focused blocks of learning in each subject across the academic year.

The specific structure of delivery varies between year groups to ensure that all subjects are taught at different points across the academy throughout the academic year. This staggered approach supports effective curriculum coverage, resource management and subject leadership oversight.

Lesson Content

In support of foundational understanding of History, key components of lessons have been established in conjunction with teaching proformas to support class teachers with consistent delivery lesson-by-lesson.

These components include:

- **"What is History?" statement**
  As each History lesson commences, children will be reminded of the definition of the subject – "The study of a series of past events connected to a person, place or thing." This ensures a shared understanding of the discipline.
- **Reference to skills of a Historian**
  Children are reminded of key skills that are commonly used in this subject area i.e. reasoning, compare and contrast, evaluating, asking questions, sequencing and interpretation.
- **Reference to Historical Concept**
  Children are introduced to the main historical concept of the unit. For example, cause and consequence, change and continuity, historical significance, interpretation and evidence and similarity and difference.
- **Timeline Chronology**
  To support chronological understanding, each lesson will reference the place in time of the current unit/event in comparison to other time periods and the present day.
- **Key vocabulary**
  Relevant and focused vocabulary for the lesson are shared, discussed and defined with support of teachers encouraging clear and purposeful discussion throughout.
- **Teaching Toolkit strategies**
  Ensuring High Quality Teaching, our teaching toolkit strategies are employed where appropriate encouraging effective modelling, retrieval strategies, motivating teaching, accurate assessment and purposeful reflection from learners.

Performance and Learning Evidence

The systematic collation of evidence is essential in supporting pupils' learning and enabling effective monitoring of teaching and learning by subject leaders and senior leaders. To ensure History learning is captured consistently and meaningfully across the school, the following approaches are in place:-

- **Reception** – Curriculum floorbooks are used to capture shared learning experiences, discussions and outcomes throughout Play 2 Learn sessions.
- **Key Stage 1 (Years 1–2)** – A combination of Team History floorbooks and Earwig is used to document both collaborative and individual learning.
- **Key Stage 2 (Years 3–6)** – Individual History exercise books are used alongside Earwig to provide a comprehensive record of pupils' knowledge, skills and progression over time.

Please note: *Earwig is an online platform used to capture and store evidence of learning, including class discussions, activities and outcomes. It supports the documentation of pupils' developing knowledge and skills across the curriculum.*

Assessment

In line with the school's Marking and Feedback Policy, adults are expected to use ongoing formative assessment throughout the learning sequence. This ensures teaching is proactive and responsive to the needs of all pupils. Feedback may be delivered verbally or in written form and should support pupils in making progress within the lesson and over time.

At the end of each half-term, pupils' retention and depth of knowledge are assessed through two key approaches:

- a retrieval quiz, focused on knowledge recall.
- an open-ended 'connections' task, enabling pupils to demonstrate the breadth and depth of their understanding across the unit.

Pupils identified as 'working below' National Curriculum expectations are recorded within the Wider Curriculum Assessment grids, alongside a brief commentary to support the identification and monitoring of gaps in learning across the curriculum.