



Sheep Dip Lane  
PRIMARY SCHOOL

# History Policy

## September 2019

Status	Statutory
Governing Body Committee	School Improvement Committee
Responsible Persons	Mrs F Parish Head Teacher
Date the policy was agreed	Sept 2018 & updated Sept 19
Review date	Sept 2020

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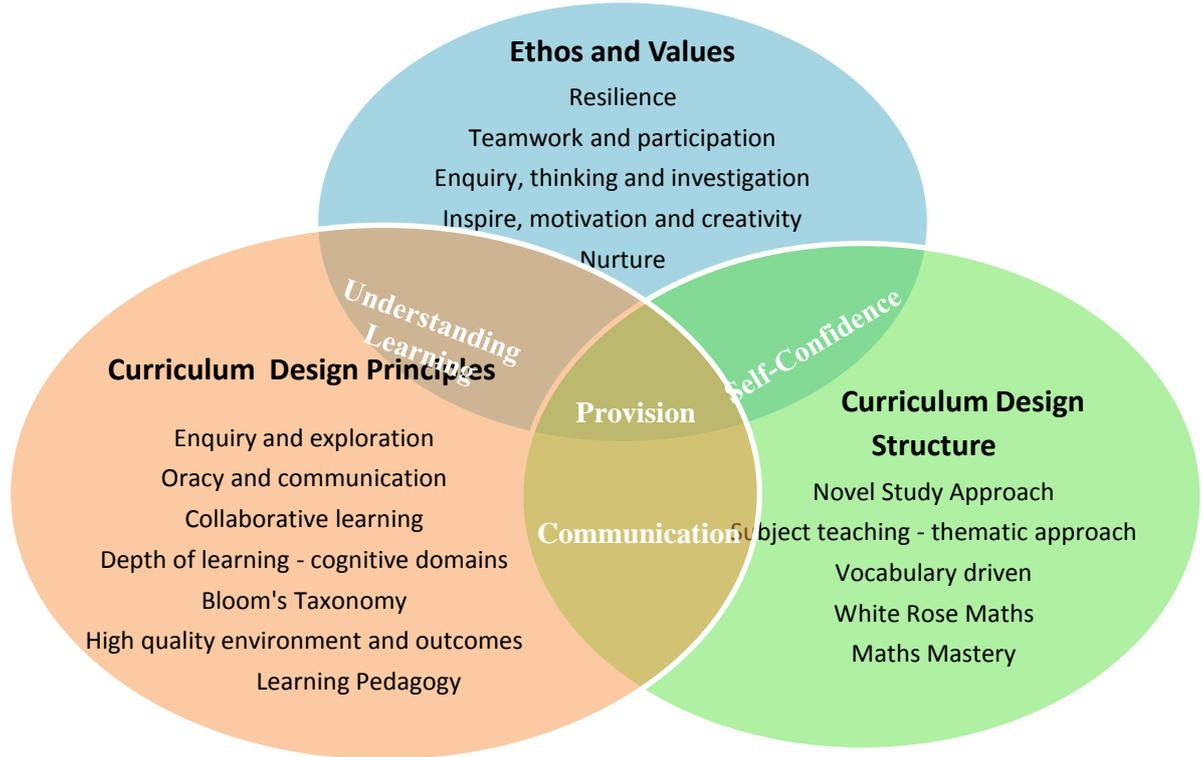




## Sheep Dip Lane Primary School: History Policy Reviewed: September 2018, Sept 19

### Introduction

## Our Curriculum Design Principles and Structure



### Ethos and Values

At Sheep Dip Lane Primary School the curriculum has been designed to:  
 Recognise and build on children's prior learning, provide first hand experiences, allow children to develop the skills, knowledge and values they need to embrace the opportunities and challenges they face; to enable them to be create the future World they want to live in.  
 Recognise every child as a unique individual, celebrate and welcome differences within our community.  
 Develop with children their ability to learn, underpinned by the teaching of basic skills, knowledge, concepts and values.  
 Bring learning to life through real life contexts and experiences with provision that uses enhancement opportunities to engage learners.  
 Enable children to feel safe and happy, have opportunities to enquire, explore and investigate in order to be highly motivated and develop a love for learning.  
 Use learning pedagogy that promotes positive attitudes towards learning.

It is our vision that we thrive together and are part of a great close knit community. Our curriculum enables us to celebrate local traditions and play an active role in respecting and supporting each other through community events so that children leave Sheep Dip as active

citizens who can make appropriate decisions, evaluate situations and have the characteristics to make meaningful contributions to the society in which we all live in.

At Sheep Dip Primary School we recognise the challenges our learners often face, which makes it essential that we are enabling the children we serve to proactively change the world through learning. We understand that employers are calling for education to expand its focus beyond the traditional cognitive domain. Our school curriculum must emphasise **teamwork, resilience, creativity, self-motivation** and **mindset**. Children will need to develop skills that are not yet considered crucial to current jobs today – such as **persuasion, emotional intelligence and teaching others**. In essence technical skills will need to be supplemented with strong social and collaborative skills.

***At the heart of our design for learning, is the need to ensure our children see themselves as citizens of the world, members who contribute to local, national and global issues which may impact on their lives.*** We see our curriculum as a vehicle for connecting with the bigger cause. This means we enable our pupils to form meaningful relationships with their learning, see patterns and apply skills into a context where learning can make a difference. This will ensure that our pupils see that their learning has human significance. They will understand that their global learning is relevant to future decisions and the active contribution they can make to the world.

### **Curriculum Design Principles**

When designing sequences of learning across the curriculum, we use a teaching backwards approach. At the heart of teaching backwards is a thinking process that enables our teachers to plan and teach from a clear and well-defined destination. We believe that teaching backwards is a journey that starts with the end very clearly in mind. With this knowledge, our staff design learning that focuses on small steps of progression. The schemes of learning have been designed to identify the on-going assessment of knowledge (concepts) and skills. This will support teachers to design learning to ensure that pupils retain this and build upon their prior knowledge in order to apply independently to a range of contexts.

Our design principles have been created to enable pupils to make deep connections between learning and understanding the world they live in, leading to pupils connecting taught knowledge and skills with agency and purpose. We therefore ensure that learning is 'deep' rather than shallow. Deep learning requires planning for and modelling behaviours and actions associated with:

- Deeper thinking
- Deeper purpose
- Active and collaborative engagement so that pupils meet the world but are not the centre of it.

#### **2. Aims – for pupils through our school to:**

Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world

Know and understand significant aspects of the history of the wider world: the nature of ancient civilizations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind

Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilization', 'parliament' and 'peasantry'.

Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame

historically valid questions and create their own structured accounts, including written narratives and analyses.

Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.

Gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

### **3. Objectives**

To investigate and interpret the past

To build an overview of world history

To understand chronology

To communicate historically

To apply these transferable skills in a range of contexts

### **4. Teaching & Learning**

The new National Curriculum suggests a high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. We 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. We also follow the Depth of Learning objectives for a fuller historical curriculum.

At all times we aim to make our delivery interesting and based on first hand experiences wherever possible in order to stimulate the pupil's enthusiasm. We do this by linking practical investigations with theoretical content, such as class trips to Gainsborough Old Hall, Cusworth Hall, Murton Park Viking Village etc. and by developing their understanding of investigation by including primary and secondary sources of evidence. E.g. (artefacts, books, search engines) and emulating the skills used by historians, archaeologists, palaeontologists etc. We also encourage high quality questioning from both the pupils and as starting points for each new topic. Empathy is also encouraged and knowing that personal viewpoints can skew interpretation.

### **5. Planning**

History lessons will be planned in line with the National Curriculum with the skills taught from Depth of Learning objectives so that teaching is strengthened and pupils' historical knowledge and understanding can be improved. History will be taught both as a discrete subject and in a cross-curricular way when the opportunity presents itself. Topic themes/schemes of learning have carefully been designed to enable pupils to achieve the learning objectives. Pupil progress towards these objectives will be recorded by teachers as part of their class recording system and once a term shared with the history subject leader for whole school tracking purposes using the Age Related Expectation grids against KPI's key performance indicators.

An example of a year group KPI's:

YEAR 1 - History		
Chronological understanding	Knowledge and interpretation	Historical enquiry
<ul style="list-style-type: none"> <li>• Can they put up to three objects in chronological order (recent history)?</li> <li>• Can they use words and phrases like: old, new and a long time ago?</li> <li>• Can they tell me about things that happened when they were little?</li> <li>• Can they recognise that a story that is read to them may have happened a long time ago?</li> <li>• Do they know that some objects belonged to the past?</li> <li>• Can they retell a familiar story set in the past?</li> <li>• Can they explain how they have changed since they were born?</li> </ul>	<ul style="list-style-type: none"> <li>• Do they appreciate that some famous people have helped our lives be better today?</li> <li>• Do they recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago?</li> <li>• Do they understand that we have a queen who rules us and that Britain has had a king or queen for many years?</li> <li>• Can they begin to identify the main differences between old and new objects?</li> <li>• Can they identify objects from the past, such as vinyl records?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they ask and answer questions about old and new objects?</li> <li>• Can they spot old and new things in a picture?</li> <li>• Can they answer questions using an artefact/ photograph provided?</li> <li>• Can they give a plausible explanation about what an object was used for in the past?</li> </ul>
Greater Depth		
<ul style="list-style-type: none"> <li>• Can they put up to five objects/events in chronological order (recent history)?</li> <li>• Can they use words and phrases like: very old, when mummy and daddy were little?</li> <li>• Can they use the words before and after correctly?</li> <li>• Can they say why they think a story was set in the past?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they explain why certain objects were different in the past, e.g. iron, music systems, televisions?</li> <li>• Can they tell us about an important historical event that happened in the past?</li> <li>• Can they explain differences between past and present in their life and that of other children from a different time in history?</li> <li>• Do they know who will succeed the queen and how the succession works?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they answer questions using a range of artefacts/ photographs provided?</li> <li>• Can they find out more about a famous person from the past and carry out some research on him or her?</li> </ul>

Pupils' work will be constantly monitored and assessed using a variety of methods including:

- Observing pupils at work, as individuals and in a group
- Questioning, talking and listening to pupils
- Considering material produced by pupils and discussing these with them

## 6. Inclusion

The school aims to encourage all pupils to reach their full potential through provision of varied opportunities. We recognise that our curriculum planning must allow pupils to gain a progressively deeper understanding and competency as they move through our school.

We recognise that some children will move beyond any particular level and that others will need extra support. Pupils with special education needs will work on the same topics at different rates and levels through open ended tasks matched to individual abilities and needs. Exceptionally able pupils will be given differentiated tasks, which will enable them to tackle more complex issues and understand more difficult concepts. The school SENCO further supports this process.

All children will be given equal access to history irrespective of social class, gender, culture, race, disability, or learning difficulties. Respect and tolerance for all cultures will be promoted through the study of history.

## 7. Resources

We encourage children to learn by experience and value the importance of looking at artefacts, visiting museums, galleries and places of historical interest as an integral part of the history curriculum. To support this we have many resources in school or trips are organized to take advantage of the wealth of historical sites in the local area.

## 8. Health and Safety

In order to access and benefit from the entire history curriculum, pupils must feel safe within the classroom and around school. This can be monitored through all staff following the health and safety procedures of the school.

When organising and undertaking trips outside of the school grounds, risk assessments are undertaken, pre-visits are made and first aid kits alongside pupil's emergency contact details and medical information are carried at all times.

When handling artefacts and other materials, pupils will be observed washing their hands before and after handling as well as being aware of any allergies which could be triggered.

## 9. Safeguarding

The safety, health & wellbeing of every child in our school remains a priority at all times.

All visiting practitioners must have up to date CRB checks before they are able to work in school. All visitors and practitioners are always supported by Classteachers or members of the Leadership Team.

All school staff (e.g. Teachers, Curriculum Support Staff, Parents etc) receive training regarding child protection and safeguarding in line with model protocol.

### **10 Staff Development**

All teaching staff have a teacher development profile, which outlines any areas identified through teaching and learning reviews that need further development. Coaching and modelling support is offered, history subject leader planning support and if required additional external CPD or networks with our community schools provide guidance and examples to support development, subject knowledge and expertise.

### **Homework**

On occasion homework activities focus on cross-curricular between History and Literacy or Mathematics and are usually short and focused referring to the topic work covered to consolidate skills and understanding. In Year 5/6 children are expected to produce a piece of work of independent research in either humanities subjects. (Please refer to the School Homework policy for further details).

### **Citizenship/Inclusion**

Equality of opportunity is a fundamental right that must be given to all children regardless of race, culture, gender or special educational needs. All children will have the same opportunity to follow the History curriculum, with each child learning at the pace and level that is appropriate to them. Through work carried out in History children will have the opportunity to;

- Extend and develop their social skills.
- Work collaboratively as a part of a team.
- Experience moral and cultural issues.
- Discover the importance of history learning from the past 'cause and effect'.
- Empathise with aspects/characters from the past.

These will be approved by the Governing Body on an annual basis.

Policy Agreed: 30th September 2018 & updated September 2019

Signed Head Teacher:

Signed: Chair of Governors:

Policy to be reviewed in Autumn 2020