



**Exploring together  
Succeeding together**

# **History Policy**

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## Intent

At Hill Avenue Academy our aim is to educate all children to the highest levels of academic and personal achievement developing confident, happy and compassionate members of society through our bespoke, high quality History curriculum which is built upon, Exploring together; Succeeding together, in conjunction with our school values: Happiness, Respect, Teamwork, Achieve.

The History curriculum is supported and underpinned by our Learning Behaviours: Resilience, Curiosity, Collaboration, Reflection and Metacognition. They are embedded within our history curriculum delivery to enable and empower the children to become independent learners who are self-motivated and want to continuously learn and grow, now and in the future.

At Hill Avenue, our History curriculum meets the requirements of the National Curriculum as a minimum. It is specifically and rigorously designed to be holistic and relevant to the children, coherent and progressive offering rich, challenging opportunities for the children to truly experience history so that they gain a deep knowledge and understanding of Britain's past and that of the wider world. The children will also gain knowledge about their own history and identity and the history within their community and that of diverse communities thinking about the relationships between groups. They will understand what we can learn from the past and how we can make positive changes to face the challenges of today to improve life in the future. They will gain and develop a strong sense of chronology, understand key historical concepts and be able to use these when carrying out historical lines of enquiry.

We empower our children to be inquisitive historians who are curious to explore the past and gain insight into the complexity and significance of people's lives and historical events. They will learn about the process of change by understanding how to ask perceptive questions, debate historical decisions, think critically about the evidence they have in order to develop a sense of perspective when making a judgment.

In History at Hill Avenue we aim to:

- Gain coherent knowledge and understanding of Britain's past and that of the wider world.
- Gain interest, stimulate curiosity and understanding about the past and its impact today.
- Gain historical perspective, to discuss and debate, thinking critically about what they see, hear and how History makes them feel.
- Gain knowledge about significant historical events, people and places in their own locality, Britain and the wider world.
- Gain and develop a sense of chronology, understanding key historical concepts and use these when carrying out historical lines of enquiry.

Through exploration children will have the opportunities to:

- Develop knowledge and understand how Britain is part of a wider culture and study some aspects of how we are connected.
- Develop knowledge and understanding of significant aspects of historical development.
- Develop knowledge and value their own and other people's cultures in modern multicultural Britain.
- Develop knowledge and understanding of how people lived in the past, learn from this history and make better informed choices for their own lives today and in the future.

- Develop and understand their role within society, gaining a sense of their cultural heritage and an appreciation of others.
- To develop historical skills of enquiry, wanting to explore further, delving into the past.
- Gain and implement a strong understanding of abstract terms, for example 'significant' 'civilisation' 'empire' and 'monarchy'.

We promote British Values through our key concepts in our History Curriculum. Our children explore and learn.....

- how to be active citizens in a democratic society when learning about laws, how they have changed. They learn how racism was present in the past as well as the present by looking at significant people of colour from the past for example- Walter Tull. Through History they recognise and challenge stereotypes and appreciate that racism is a harmful aspect of society.
- how society is made up of people from different cultures - just like their classes, and develop tolerance and respect for others, celebrating these differences.
- to discuss and debate moral questions, what they feel is right or wrong, for example when they learn about child labour in the Victorian Britain and how Britain has changed over time.
- to understand that Britain's rich cultural heritage can further be enriched by the multicultural British society of today.

### Implementation

At Hill Avenue we teach History as a discreet subject with an aim of preserving it's unique nature. We believe this allows children to gain a strong and clear understanding and to make purposeful connections to other subject areas.

We place an emphasis on both substantive and disciplinary knowledge within our History Curriculum so that the children can 'know more and remember more' alongside understanding what it is that historians actually do in order to preserve the discipline of History.

Learning is underpinned through the following disciplinary concepts ....

|                         |                       |                        |                              |
|-------------------------|-----------------------|------------------------|------------------------------|
| Chronology              | Continuity and change | Cause and consequence  | Similarities and differences |
| Historical Significance | Sources of evidence   | Historical perspective | Historical interpretation    |

The children develop and build on their substantive knowledge through the weaving, revisiting and progression of the second order concepts of.....

|              |           |              |          |          |                         |
|--------------|-----------|--------------|----------|----------|-------------------------|
| Significance | Education | Social class | Children | Culture  | Civilisation            |
| Slavery      | Diversity | Empire       | Service  | Monarchy | Invasion and Settlement |

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Our history curriculum is consciously taught in half-termly blocks of two lessons per week. History is delivered this way to maximise learning time and secure consistently high outcomes. This meets the needs of the children by supporting their learning and understanding, development of skills as well as reducing cognitive load. It also enables children to acquire depth in their learning by revisiting and building on existing knowledge.

Key concepts, knowledge and skills are explicit within each Medium-Term Plan or unit of work and have been carefully mapped out and planned to ensure progression across units of learning, across years and as children progress through key stages.

The teaching and Learning of History at Hill Avenue has an emphasis on the Historical interpretation of primary and secondary sources and the use of historical artefacts. This is further supported by visitors who come into school to speak and interact with the children about the past as well as children experiencing educational visits with a history focus.

We value the importance of stories and how they stimulate interest, engagement and connectivity with the past. As well as listening to a text, children have opportunities to develop their reading skills through age-appropriate texts in English that have purposeful link to the History curriculum. Thus, further submerging children within a topic, enabling them to make and strengthen links, acquire additional knowledge and secure a deeper understanding of various historical eras and concepts.

### Early Years Foundation Stage

History is taught through knowledge and understanding of the world in Early Years. Our youngest children explore and understand the concept of simple time and change that supports initial understanding of chronology. They begin to develop knowledge of how things change and are encouraged through oracy to talk about their family members and begin to make sense of their own life story and family history. Using sources from the past and stories, they will explore, question, compare, find similarities and differences of people and events from the past, whilst also drawing from their own experiences. They will become aware of diversity within their classroom through exploring other peoples' lives, both past and present.

### Key Stage 1

In Key Stage 1 children begin to develop knowledge and learn about change within their living memory and beyond it. They study significant topics and people that are recognised nationally and globally. For example, Nurses and people who care for us, Mary Seacole, Walter Tull, The Plague and The Great Fire of London'. Children explore and learn about the history of Hill Avenue, supporting historical knowledge of their locality and making connections with the community. This further establishes their sense of belonging, encourages the valuing of their locality and promotes a sense of pride of being part of our school and where they come from. They delve into the contributions, achievements and impact of what it means to be 'significant'. This knowledge is sequenced and fits

within a chronological framework. They explore similarities and difference between then and now and begin to examine continuity and change, exploring how history informs us today.

### Key Stage 2

The children in Key Stage 2 continue to develop skills of chronology, securing their knowledge and understanding of British, local and world history. Through careful design the children can make historical links and connections, answering key historical questions as well as being encouraged to follow their own historical lines of enquiry. The children will explore historical causes and consequences examining evidence as well as sharing their own historical perceptions and perspectives. The link of community continues through KS2 where children explore the history of neighbouring localities and communities, again building on connection and pride. We advocate diversity throughout our history curriculum and children learn about significant people of colour, the impact they had, challenges they faced, successes they experienced and legacies they left.

At Hill Avenue we believe that all children are entitled to a broad, rich, balanced and relevant curriculum through which we support children with additional needs. We encourage all of our children to achieve their full potential and to be fully involved in both first hand historical experiences and resource investigations. We ensure all educational visits and speakers are fully accessible to all children in our school.

When planning for teaching and learning we take into account the wide range of abilities of our children. Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers ensure that pupils with SEN and/or disabilities can study History and ensure that there are no barriers to every pupil achieving. Teachers plan differentiated learning opportunities to meet individual needs and put in place reasonable adjustments and scaffolds whilst ensuring access to a full and varied History curriculum along with their peers.

Our planning ensures there are opportunities for children of all abilities to develop their knowledge and skills in each unit and planned progression has been built so that the children are increasingly challenged as they progress within a unit and across key stages.

### Assessment

Assessment steps are used by class teachers to determine children's understanding, subject knowledge and historical skill set in relation to the National Curriculum Expectations.

High quality planning progressively builds on knowledge, skills and understanding across year groups, and key stages. Learning is assessed by teachers in lessons through observations, questioning and in the moment marking and personalised feedback ensuring misconceptions are addressed promptly and effectively.

Where learning happens without a written outcome, ie visitors in school, historical visits, discussions, debate, evidence of this can be captured digitally and uploaded to a class file which is a personal secured online space. (In line with the school's policy.

Class teachers will make end of unit summary judgments about the learning of each child in relation to the National Curriculum Expectations.

### **Impact**

Our History curriculum is designed to excite and to develop keen historians who are passionate when exploring the past, children who want to share their expertise and have a true interest and real love of learning within this subject. We believe our rich history curriculum will lead to quality outcomes, great learning and rapid rates of progress.

The History subject leader will regularly monitor and review the teaching and learning of History as well as reviews and feedback from SLT and Pupil voice. The learning journey of History and outcomes will be monitored, identifying strengths and ways to grow to improve through feedback.

Our schemes of work reflect the content and challenge of the curriculum. Our aim is to offer a broad, balanced, rich and vibrant curriculum that provides challenging pathways to achievement for all learners and leads to excellent History provision.

Our bespoke curriculum will be exciting and will inspire children to nurture a passion for History. The quality of education will be evaluated to ensure that it enables children to achieve the highest standards with high quality learning outcomes and supports children in being confident, resilient, self-motivated independent learners with the skills to be a lifelong learner.

This policy also needs to be in line with other school policies and therefore should be read in conjunction with the following:

Teaching and Learning Policy

Marking and Feedback Policy

Curriculum Policy

Assessment Policy

SEND Policy

Equal Opportunities Policy

Health and Safety Policy

Review

This policy will be reviewed annually by staff and Trust Directors/CEO.