



## THE HERMITAGE SCHOOLS

*Inspire, Learn, Achieve*

<b>Person responsible:</b>	<b>History Subject Leaders</b>
<b>Date adopted:</b>	<b>Spring Term 2023</b>
<b>Date of last review:</b>	<b>Spring Term 2026</b>
<b>Date of next review:</b>	<b>Spring Term 2029</b>

The Hermitage Schools is committed to providing all children with learning opportunities to engage in history. This policy sets out a framework within which teaching and non-teaching staff can work, and gives guidance on planning, teaching and assessment.

History is about real people who lived, and real events which happened in the past. History is concerned with sequence, time and chronology and is the study of evidence about the past; it gives us a sense of identity, set within our social, political, cultural and economic relationships. History fires the children's curiosity about the past in Britain and the wider world and plays an essential part in preparing us for living and working in the contemporary world. Pupils consider how the past influences the present, what past societies were like, how these societies organised their politics, and what beliefs and cultures influenced people's actions. As they do this, children develop a chronological framework for their knowledge of significant events and people. They see the diversity of human experience, and understand more about themselves as individuals and members of society. What they learn can influence their decisions about personal choices, attitudes and values. In history, children find evidence, weigh it up and reach their own conclusions. To do this they need to be able to research, sift through evidence, and argue for their point of view – skills that are prized in adult life.

### **Aims**

The aims of history are:

- To instil in the children a curiosity and understanding of events, places and people in a variety of times and environments.
- To develop an interest in the past and an appreciation of human achievements and aspirations
- To understand the values of our society
- To learn about the major issues and events in the history of our own country and of the world and how these events may have influenced one another
- To develop a knowledge of chronology within which the children can organise their understanding of the past
- To understand how the past was different from the present and that people of other times and places may have had different values and attitudes from ours
- To understand the nature of evidence by emphasising the process of enquiry and by developing the range of skills required to interpret primary and secondary source materials
- To distinguish between historical facts and the interpretation of those facts

- To understand that events have a multiplicity of causes and that historical explanation is provisional, debatable and sometimes controversial

### **Curriculum content**

History at our schools is stimulating and engaging. Teachers consistently challenge pupils to think for themselves and draw their own conclusions from the evidence available to them. This means children are curious and ask questions about the past based on their historical knowledge.

Pupils' sense of time is strengthened through exposure to artefacts, other primary sources of evidence and timelines. Teachers are enthusiastic and weave history throughout the curriculum, bringing the past to life with engaging first-hand experiences, such as visits, themed days and creative class-based projects. Strong links across the curriculum include English, ICT, Geography, DT and Art. Drama is also used as a vehicle to stimulate thinking, such as with the use of hot seating and role play. The children undertake a broad and balanced programme that takes account of abilities, aptitudes and physical, emotional and intellectual development. Through history the children learn a range of skills, concepts, attitudes and methods of working.

Pupils learn about significant people, events and places from both recent and more distant past. They learn about change and continuity in their own area, in Britain and in other parts of the world. They look at history in a variety of ways, for example from political, economic, technological and scientific, social, religious, cultural or aesthetic perspectives. They use different sources of information to help them investigate the past both in depth and in overview, using dates and historical vocabulary to describe events, people and developments. They also learn that the past can be represented and interpreted in different ways.

### **Teaching and Learning**

The history curriculum is mapped to ensure alignment with the National Curriculum content and programme of study. Key knowledge and skills are carefully sequenced to build progressively towards the achievement of the end of key stage 'end points', informed by the KS1 and KS2 National Curriculum statements for: Chronological Understanding, Knowledge and Understanding of Events, People and Changes in the Past, Historical Interpretation, Historical Enquiry and Organisation and Communication.

Pupils develop an understanding of chronology, significant events and individuals, and the impact of historical change over time. Through enquiry-based learning, children are encouraged to ask questions, analyse sources, compare interpretations and communicate their understanding using appropriate historical vocabulary. Opportunities for revisiting and building upon prior learning ensure that historical knowledge and disciplinary skills are embedded and strengthened throughout the curriculum.

### **Assessment and recording**

Assessment for learning is continuous throughout the planning, teaching and learning cycle. Assessment is supported through the use of the following strategies:

- Observing children at work individually, in pairs, groups and during whole-class teaching to assess historical knowledge, understanding and enquiry skills.
- Using differentiated, open-ended questions to encourage children to explain, justify and deepen their historical understanding.
- Providing effective feedback, including interactive marking and verbal discussion where appropriate, to support reflection, consolidation and target setting.
- Monitoring and moderating work to ensure progression, curriculum coverage and the acquisition of key historical knowledge and skills.
- Reviewing success criteria, key vocabulary and end-of-unit knowledge to identify misconceptions and inform future planning and consolidation.

## **Planning and Resources**

History units are carefully planned to ensure progression in knowledge, vocabulary and historical skills across the school. Planning is informed by the knowledge and skills progression maps and topic overviews, with opportunities for cross-curricular learning, particularly through English, identified to deepen understanding and engagement.

A range of resources are used to support and enrich the history curriculum, including Kapow, the History Association subscription, textbooks, iPads and historical artefacts. The school regularly borrows loan boxes from Chertsey Museum to provide children with first-hand experiences of replica artefacts and primary sources. Visits, workshops and History Days are also planned to enhance learning and bring history to life for the children.

## **How teaching and learning is organised**

### Foundation Stage

Early Years explore historical themes in line with the EYFS framework. Children develop an understanding of the past and present through opportunities to talk about their own experiences, family traditions, significant events and changes over time. Stories, photographs, artefacts and role play help children begin to understand chronology and recognise similarities and differences between past and present.

### KS1 and KS2

During Key Stage 1, pupils develop an awareness of the past within and beyond living memory. They explore significant events and individuals and begin to understand change over time. Pupils are introduced to chronological understanding and key historical vocabulary through the use of artefacts, stories, photographs and other primary sources. They begin to ask and answer simple historical questions and communicate their ideas through discussion, role play and written work.

During Key Stage 2, pupils build on this foundation by studying a range of historical periods in chronological order, developing a deeper understanding of British and world history. They develop their historical enquiry skills through the use of a range of sources, including artefacts, documents and digital resources, to investigate the past. Pupils are encouraged to ask increasingly complex questions, consider different interpretations and make connections between historical periods and themes.

At Hermitage school pupils use the Historical Skills framework in their topic books to support and structure their learning. Each child's book includes the six key historical skills, which are referred to throughout units of work to support progression, understanding and assessment of learning:

- Chronological understanding
- Cause and consequence
- Similarity and difference
- Historical significance
- Change and continuity
- Historical enquiry (including interpretations)

## **Monitoring and review**

Monitoring takes place regularly through pupil and staff voice, book looks, staff surveys and occasional lesson observations.

## **Health and Safety**

Pupils are taught to handle artefacts carefully and respectfully, with supervision where appropriate.

Any visits, workshops or off-site activities are planned in line with school policy and are subject to appropriate risk assessments. A risk-benefit analysis is carried out where necessary. All resources, including artefacts and museum loan boxes, are checked for suitability before use in the classroom.

### **Equal Opportunities**

At The Hermitage Schools, we are committed to providing a teaching environment which ensures all children are provided with the same learning opportunities regardless of social class, gender, culture, race, special educational need or disability. Teachers use a range of strategies to ensure inclusion and also to maintain a positive ethos where children demonstrate positive attitudes towards others.

Support for specific individuals is well considered and planned for, to ensure that tasks provide learners with an appropriate level of challenge.

### **Inclusion**

All pupils are entitled to access the history curriculum at a level appropriate to their needs.

To ensure inclusion, teachers use a range of strategies in line with the school's inclusion policy. Independent tasks, as well as teaching, are also well-adapted to ensure an appropriate level of challenge. The school makes full use of additional adults who are deployed effectively to ensure that identified children are able to make progress in each curriculum area according to their full potential.

Teaching takes account of children's own interests to ensure topic relevance to all individual learners.

Opportunities for enrichment are also fully utilised, to ensure a fully inclusive and engaging history curriculum. This is supported through a number of links with places of historical interest in the immediate and wider locality which engage the children further through contextual and practical learning activities.

### **Role of the Subject Leader**

The subject leader's responsibilities are:

- To ensure a high profile of the subject.
- To ensure a full range of relevant and effective resources are available to enhance and support learning.
- To model the teaching of history.
- To ensure progression of the key knowledge and skills identified within each unit and that these are integral to the programme of study and secure at the end of each age phase.
- To monitor books and ensure that key knowledge is evidenced in outcomes, alongside and as supported by SLT.
- To monitor planning and oversee the teaching of history.
- To lead further improvement in and development of the subject as informed by effective subject overview.
- To ensure that the history curriculum has a positive effect on all pupils, including those who are disadvantaged or have low attainment.
- To ensure that the history curriculum take account of the school's context, promotes children's pride in the local area and provides access to positive role models from the local area to enhance the history curriculum.
- To ensure that approaches are informed by and in line with current identified good practice and pedagogy; to attend regular opportunities for CPD.
- To establish and maintain existing links with external agencies and individuals with specialist expertise to enrich teaching and learning in history.

### **Parents**

The involvement of families and the wider community, to help support the teaching of history, is widely encouraged. Enquiries from parents and members of the school community with specialist expertise and knowledge in relation to supporting the history curriculum are warmly welcomed. The school will actively

seek to establish collaboration with parents and carers who are able to support the teaching and learning of history at The Hermitage Schools.