

Clee Hill History Policy

January 2023

Review: January 2026

Intent

At Clee Hill Community Academy, we believe that it is important for all our children to consider themselves Historians and to develop their understanding of the past. History is about real people who lived and real events which happened in the past. Studying history gives us an understanding of where we have come from which enables us to learn from the past and to model the future. We encourage children to develop their curiosity of history thinking about the reasons for different events and the impact these events have had. Our curriculum supports pupils to develop their enquiry skills, use evidence available to them, which they will use to draw conclusions about what life was like in the past, both in Britain and the wider world, helping them to understand the world today.

Our curriculum supports pupils in building their understanding of chronology in each year group, making connections over periods of time and developing a chronologically secure knowledge of History. We hope to develop pupils' understanding of how historians study the past and construct accounts and the skills to carry out their own historical enquiries.

History Expectations

History fires pupils' curiosity about the past and the wider world. Children will consider how the past can influence the present as well as the future. It develops a chronological framework for children's knowledge of significant events and people. We want children to develop a love of history and be enthusiastic when learning about the events of the past.

Teachers are responsible for the implementation of history effectively and to assist pupils to:

- Develop chronological understanding of periods of time
- Increase knowledge and understanding of key events
- Know about famous people who have influenced the course of history
- Recognise that the past is represented and interpreted in different ways
- Be able to use a range of sources to select and record relevant information
- Develop a range of skills necessary to communicate their knowledge and understanding

Implementation

In order to meet the aims of the National curriculum for History and in response to the Ofsted Research review into History, we have identified the following key strands:

- Substantive Knowledge - knowledge of the past
- Disciplinary Knowledge - how historians find out about the past and how they shape their arguments
- Historical enquiry.
- Chronological awareness

Substantive Knowledge

Substantive knowledge refers to the knowledge of the past, people and events. This includes topic knowledge, chronological knowledge and substantive concepts.

Topic knowledge enables pupils to engage meaningfully with the past and teaches pupils knowledge about the period, place and people they are studying.

Chronological knowledge ensures that pupils develop a more secure overview of the main development and periods in order to make sense of their knowledge. Our curriculum supports children in developing an understanding of where key events fit into the past and explore events, national and global, within their lives, their parents/ grandparents lives and from a significant time in the past. Children will regularly create and build upon their timelines of historic events.

Substantive concepts are the essential, underpinning, in-depth knowledge of a topic or time period that supports further historical learning and thus supports pupils to generate more knowledge. The Substantive concepts which underpin our History Curriculum are:

- Invasion and Empire
- Settlement
- Social history
- Church and Religion
- Law
- Democracy & Equality
- Monarchy
- Invention and Discovery

Disciplinary Knowledge

Disciplinary knowledge is knowledge about how historians investigate the past, and how they construct historical claims, arguments and accounts - i.e. it is the knowledge of how to undertake a historical enquiry. This is more appropriate in Key Stage 2 when pupils learn disciplinary knowledge within relevant historical contexts through application to substantive knowledge. They answer key questions and this enables them to place their historical knowledge in a broad context. It helps pupils to understand the different version of the past can be constructed, and that historical narrative is partially dependent upon viewpoint.

In our History Curriculum we have 6 areas with which the pupils undertake historical enquiry:

- Change and Continuity
- Similarities and Difference
- Cause and Consequence
- Historical Significance
- Sources of Evidence
- Historical Interpretations

Our scheme follows the spiral curriculum model where previous skills and knowledge are returned to and built upon. For example, children progress by developing their knowledge and understanding of substantive and disciplinary concepts by experiencing them in a range of historical contexts and periods.

History in the EYFS

In EYFS, historical learning begins in 'Understanding the World' where children begin to make sense of their local surroundings, community and the wider world. By engaging with a broad selection of fiction and non-fiction texts, rhymes and poems children learn and understand concepts such as past and present and talk about similarities and differences between people around them and their role in society. In each of the overarching half termly themes, children explore ideas relating to history and the passing of time. Examples include:

- All About Me: children begin to make sense of their own life-story and family history by looking at photos and sharing family stories.
- Festivals and Celebrations: learning about significant people and events such as birthdays and Bonfire Night.

In the EYFS modelling and the repetition of phrases help children understand the concepts of past and present and develop their vocabulary. By manipulating (playing with) artefacts and looking at pictures, children have their first introduction to historical sources. All areas of learning and development at the Foundation Stage are inter-connected. Through engaging in activities linked to history and historical enquiry, children not only learn about the world around them but develop disciplinary skills in all areas.

Characteristics of Effective Learning The ways in which a child engages with other people and their environment - playing and exploring, active learning, and creating and thinking critically - underpin learning and development across all areas and support the child to remain an effective and motivated learner.

'Understanding the World' This is a specific area of the Early Years Curriculum that includes essential skills and knowledge about the world and provides firm foundations on which children can build their historical understanding.

Early Years children will be actively involved in play and exploration and be encouraged to be creative. They will be supported to think critically and ask questions, which will help them to make sense of their world through well-planned play opportunities.

Supporting SEND children across the history curriculum

Pupils with special educational needs and/or disabilities are fully included in the provision for History within school. The school SENDCo liaises with teaching and support staff on how best to support children with special educational needs. We teach using a mastery approach and ensure children have the same outcome in lessons but adapt the resources and environment to support them. Extra support might include:

- Pre-teaching of the topic specific vocabulary
- Displays/pictures to enhance learning for visual learners
- TA support to access information provided
- Children produce evidence of their learning in an accessible way - photos/PowerPoint/pictures/etc
- Quiet spaces to be able to focus and concentrate
- Given time to formulate answers
- Resources to prompt knowledge of prior learning - look through class books for reference
- Parents given curriculum information in advance to share at home

Trips and Visits

At Clee Hill Community Academy, we believe it is important to experience as much of history as possible. We regularly take part in educational visits and trips and alongside these often have curriculum days in our classes. Educational visits and experiences bring history to life for the children. It allows them to see / touch artefacts from the time providing a clearer understanding of what life was like. Visitors into school provide children with first hand experiences from those who have lived through the history or from experts who have gained a greater understanding of the life and times.



Children learn about the changing history of our locality including how the village of Clee Hill has developed over time. The children learn how mining brought people to the village and how this mining has changed over the

years. We study photographs from the past comparing them with today and think about how the demographic has changed. Clee Hill is included in the Mappa Mundi and this is an important aspect we like the children to learn about.

Floor Books

Written work completed in class is added to a class floor book. Children's work includes written pieces, group work and quotes and comments from children during lessons. Using whole class floor books instead of individual books allows more opportunities for shared working alongside individual work. We believe that using floor books in history promotes the development of children's ideas, thinking and reasoning skills, models the collaborative nature of history and supports effective teacher assessment.

Assessment

When starting a history unit, we assess children's understanding through an AfL activity. This is used to inform teachers planning and enable the children to have a voice in their learning. At the end of the topic, children review and assess the skills and knowledge they have learnt. Teacher assessments are used to judge through dialogue in class, open ended questions, activities and work completed in floor books.

Equal opportunities

We believe that all children irrespective of background, race, gender and capability should have equal access to the curriculum as stated in each curriculum policy.

The school makes every effort to respect and reflect pupils' religious beliefs and take community views into account when teaching history.

This policy will be reviewed every 3 years.