

# Roseberry Primary and Nursery School

## History Policy



**Headteacher:** Mrs E. Dunn  
**Chair of Governors:** Mr J. Anderson

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**Date agreed and ratified by Governing Body:**

**Date of next review:** September 2025

History forms an integral part of our Brighter Futures Curriculum.

### **Purpose of studying History**

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should 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.

### **Aims**

#### **Aims of the National Curriculum**

At Roseberry, we adhere to the aims of the National Curriculum. The national curriculum for history aims to ensure that all pupils:

- 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 civilisations; 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', 'civilisation', '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.

### **Intent**

History is held in high regard at Roseberry Primary and Nursery School and it is our aim to instil a love of History in all our children. Studies are informed by the national curriculum and we aim to provide an interesting and varied curriculum that meets the needs of all backgrounds and abilities. We incorporate our area's rich history into our curriculum structure, which is carefully designed to build upon prior knowledge and make links between different time periods.

We bring History to life through planned educational visits with the aim of enriching classroom-based learning and inspiring deeper interest in all pupils. Our aim is to inspire children's curiosity and develop a chronological understanding about the past in our own country and the wider world. Children will ask and answer thoughtful

questions, think critically, weigh evidence, sift arguments and develop perspective and judgement.

They will develop the knowledge, vocabulary and skills 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.

## **Implementation**

In History we enable our pupils to learn as young historians. Through enquiry our pupils not only build their substantive knowledge and understanding but become increasingly accomplished at disciplinary thinking, conceptual understanding and the use of specialised vocabulary. We maintain strong links to the National Curriculum guidelines to ensure all aspects, knowledge and skills are taught across all year groups.

History is delivered as a discrete subject from Year 1 – 6. As we have mixed classes, we have devised a two year rolling programme. Where two or more teachers plan together, this can help to reduce workload and also often lowers the cost of transport for historical visits for the pupils.

Rather than attempting to teach historical periods, societies, events or significant individuals in the past in their entirety, we ask insightful questions about them, which in turn supports pupils to delve deeply into aspects of historical topics. Our historical enquiries are carefully planned to enable pupils to construct knowledge, master subject concepts and generate questions of their own through the application of a range of critical thinking skills.

The units of History are taught each term. Each unit begins with an enquiry question and teachers plan the unit to address auxiliary questions for each lesson that will ultimately answer the overarching question. Teachers often plan a 'hook lesson' at the start of each unit to capture children's imagination and enthusiasm.

Historical themes are a continuous thread that run through our curriculum.

These are:

- housing
- society
- achievements

These themes feature in units of work in every year group and teachers ensure that they build upon the work done in previous years. This allows comparisons of the themes to be made across different time periods, for example, comparing housing in Anglo-Saxon times to housing in Roman Britain.

At the beginning of each new lesson the children will refer back to their prior learning from the previous lesson to complete their 'Forget-Me-Not Journal'. This is only a short starter to the lesson to support the children's ability to retain and recall the information so they can know more and remember more. These are stuck in the front of all books or at the beginning of their new unit.

We make use of additional resources to supplement our own planning. This is often in the form of resources and articles from the Historical Association and planning and resources from David Weatherly who is a Humanities consultant. We also use Inspire Education and Mosaik where appropriate in our planning to provide an immersive 3D environment where children interact with characters and artefacts across time

and location to broaden their knowledge, make connections and deepen their understanding of a topic.

Our planning and resources are organised centrally on One Drive and these folders are added to continuously to support teachers if they change year groups and also to make resources available each time the unit is taught.

We often supplement our work done in History lessons with additional sessions linked to national or global events. We encourage children to be aware of 'living history' and to know about events that will form the basis of History lessons in the future. Examples of this includes Queen Elizabeth II Platinum Jubilee, the passing of Queen Elizabeth II, the Coronation of King Charles III, births of royal children, VE day celebrations other national celebrations.

## **EYFS**

History is taught throughout our Early Years department, starting in our Little Acorns Nursery for two year olds. The Early Years Foundation Stage Curriculum supports children's understanding of History through the planning and teaching of 'Understanding the World'. This aspect is about how children find out about past and present events in their own lives, their families and other people they know. Children are encouraged to discuss traditions and festivals throughout their time in EYFS and begin to use historical vocabulary relating to time which is used in daily routines and conversations with children for example, 'yesterday', 'old', 'past', 'now' and 'then'.

Through practical activities and story-telling, children become increasingly aware of history in terms of things that have already happened. Repeated reference is made to the timeline of the year they have spent in each class (found on our class Learning Journeys inside/outside of each classroom) to encourage children to talk about things that have happened in their own recent past. This knowledge and understanding prepares them for the more focused historical studies they will undertake in KS1.

## **Curriculum content**

The National Curriculum programmes of study form the basis of our History curriculum at Roseberry.

We ensure that we make local links that tie in with the statutory requirements. Our school forms part of an old mining community and we ensure that their coal mining heritage is reflected in our curriculum planning. For example, in KS1 children look at old and new houses and buildings in the local area and find out how the village and local area has changed over time. In UKS2, this is built upon in our 'How did coal mining affect our local area?' unit of work which investigates mining in the local area and national events such as The Miners' Strike.

## **Resources**

In the North East of England, we are lucky to have a wealth of outstanding historical buildings and museums. We have created a list of 'Important Places to Visit by the end of Year 6' (Appendix 1). This is to ensure that we provide an opportunity for children to access these places and we link them into our units of work. For example, in LKS2 when studying the impact of the Romans in Britain, where better to visit than Hadrian's Wall? Chester-le-Street (or Concangis) played an important role as a fort on the Roman movement to the north and children are aware of the local links to the history of Britain.

In addition to this list, we provide a list of places for parents detailing places they can visit that will support children's curriculum experiences (Appendix 2).

We work with excellent local historians such as 'That History Bloke.' 'That History Bloke' provides us with invaluable support in the delivery of our unit in KS1 about the Great Fire of Gateshead and accompanies us on our visit to Bessie Surtees House and the Newcastle/Gateshead Quayside. He is also involved in the UKS2 unit about mining.

A key aspect of History is encouraging children to understand **how** we know about life in the past. Children are encouraged to act as 'detectives' who use sources, visits and artefacts to uncover facts about way of life for ordinary people.

Artefacts play a key role in many of our History lessons. We have a supply of historical artefacts in school that we have collected over the years. We also supplement these where necessary through the hire of 'topic boxes' from Durham Learning Resources. Teachers plan to use a wide range of resources in History lessons to include primary sources and different interpretations of History and historical figures and events.

### **Marking, feedback and reporting**

Roseberry Primary & Nursery School has developed an approach to feedback based on the question 'why are we giving this feedback?' Recent research on effective feedback has been taken into account as well as DfE toolkit advice on reducing workload and improving staff well-being.

Providing feedback should utilise our time and energy to make a greater impact on the lives of our children. The two main reasons for giving feedback are:

#### ➤ **To motivate the child**

##### · **We can see an opportunity to move learning on by:**

- Addressing a misunderstanding
- Reinforcing a skill or key piece of information
- Extending a child's understanding or ability to do something
- In History, where we give success criteria to the children, their main focus should be on substantive knowledge and/or disciplinary skills. Where appropriate, in subjects such as Science, History, Geography etc. teachers may comment on English generic success criteria e.g. capital letters and full stops.

More detailed information about marking and feedback can be found in our 'Marking and Feedback Policy.'

### **Impact**

At the end of each History unit, teachers consider how well the children have met each objective and to what extent they have been able to answer the initial overarching question as well as the auxiliary questions along the way. The children will complete a substantive knowledge quiz to see what they know and remember about the topic. Teachers will then decide if pupils are 'working towards,' 'expected' or 'greater depth' in those objectives. This information is stored centrally on OneDrive to enable access for school leaders and other teachers. The judgement is then used for end of year written reports to parents. Through regular

information retrieval practice, we can see if children are able to retain, summarise and recall what they have been taught.

### **Cross-curricular links**

Our Brighter Futures Curriculum is based around our five curriculum foundations.

<b>Making Memories</b>	<b>Environmental Awareness</b>	<b>Safety Net</b>	<b>World Around Us</b>	<b>World of Work</b>	<b>Healthy Me</b>	<b>Visits</b>
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Where appropriate, teachers plan links to these foundations through their history teaching. For example, asking questions about different jobs related to History when undertaking an educational visit or when a visitor comes into school, ensuring correct spelling and grammar is used in written History work.

History work is often linked to work done in Geography where teachers ensure that children understand how and why places have changed over time. This might be done by studying historic maps from Digimaps for Schools or talking to older members of the community about their memories of a place.

### **Disciplinary Literacy**

This academic year the History subject leader and the English subject leader are working together to implement Disciplinary Literacy into our curriculum. Our aim is for children to be exposed to a non-fiction text linking to their current History unit in an English capacity (during an English lesson, Whole Class Reading session or reading for pleasure) so that children understand the text and the vocabulary used. Then the children can read the same text as a historian in History lessons where they can learn more about that time period, event or significant person through the history concepts; constructing the past, sequencing the past, continuity and change, cause and effect, significant and interpretation, carrying out historical enquiry, using sources as evidence and vocabulary and communication.

### **Links with the community**

Our village's Residents' Association has strong links with our school and support us in many ways, including publicising and attending events. Our recent Centenary Celebrations in Summer 2022 was a great opportunity for us to draw upon the knowledge of local residents who may have attended our school in the past.

### **Monitoring and evaluation**

To monitor and evaluate history, the subject leader:

- supports teachers via collaborative planning approaches, INSET, sharing good practice, providing feedback from courses and conferences.
- monitors the standard of children's work through looking at children's books, discussing their work with them and regular discussions with staff
- collects evidence of children's learning which is not evident in their books
- will encourage staff to provide effective learning opportunities for all pupils
- reviews resource provision

### **Equal opportunities**

Each child in our school is valued, respected and challenged regardless of race, gender, religion, social background, culture or disability.

## **Health and safety**

We enable all pupils to have access to the full range of activities involved in learning history. Where children are to participate in activities outside the classroom, teachers should be aware of health and safety issues. Risk assessments are undertaken prior to activities, to ensure that they are safe and appropriate for all pupils. Before undertaking a field trip, teachers are encouraged to visit the proposed area of study and fill in a risk assessment form. Further information can be found in the Health and Safety Policy and Educational Visits Policy.

# APPENDIX 1

## Places to visit by the end of Year 6

### Bowes Museum

The Bowes Museum has a nationally renowned art collection and is situated in the town of Barnard Castle, Teesdale, County Durham.

<https://www.thebowesmuseum.org.uk/>

### Beamish Museum

**Beamish** is a world famous open air **museum**, telling the story of life in North East England during the 1820s, 1900s, 1940s and 1950s.

<http://www.beamish.org.uk/>

### Discovery Museum

The Discovery Museum is a science museum and local history museum situated in Blandford Square in Newcastle upon Tyne, England. It displays many exhibits of local history, including the ship, Turbinia.

<https://discoverymuseum.org.uk/>

### Great North Museum

The Great North Museum: Hancock is a museum of natural history and ancient civilisations in Newcastle upon Tyne, England.

<https://greatnorthmuseum.org.uk/>

### Hadrian's Wall

Hadrian's Wall, also called the Roman Wall, Picts' Wall, or Vallum Hadriani in Latin, is a former defensive fortification of the Roman province of Britannia, begun in AD 122 in the reign of the emperor Hadrian.

<https://hadrianswallcountry.co.uk/>

### Jarrow Hall

Explore the extraordinary life of the Venerable Bede, the father of English history at **Jarrow Hall** Anglo-Saxon Farm, Village and Bede Museum.

<https://www.jarrowhall.org.uk/>

### Oriental Museum

From Ancient Egypt to modern China, we are the only museum in the North of England devoted entirely to the art and archaeology of the great cultures of Northern Africa and Asia.

<https://www.dur.ac.uk/oriental.museum/>

### Durham Cathedral

The Cathedral Church of Christ, Blessed Mary the Virgin and St Cuthbert of Durham, commonly known as Durham Cathedral and home of the Shrine of St Cuthbert, is a cathedral in the city of Durham, England.

<https://www.durhamcathedral.co.uk/>



# **APPENDIX 2**

## **Additional places of historical interest for families to visit**

Victoria Tunnels

Locomotion

Lindisfarne

Grace Darling Museum

Centre for Life

Baltic

Sunderland Winter Gardens

Penshaw Monument

Laing Art Gallery

Baltic Centre for Contemporary Art

Durham Heritage Coast

Washington Old Hall

Segedunum

Souter Lighthouse

Causey Arch

Arbeia

Newcastle Castle

Stephenson Steam Railway