



Royal Cross Primary School

Lancashire's school for deaf children

Policy Title:	History Policy
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Author and Role:	Claire Cunliffe, Deputy Headteacher with reference to School Bus.
Ratified by:	Governors Policy Committee
Responsible Signatory:	Clive Gregory
Date of signature:	Signature removed for GDPR purposes
Details:	This Policy: details colleagues' responsibilities and reflects the school values and philosophy in relation to the teaching and learning of History. It sets out a framework within which teaching staff and support staff can operate and gives guidance on planning, teaching and assessment.
Cross reference:	Assessment, Recording and Reporting Policy Feedback and Marking Policy Teaching and Learning Policy

EQUALITY AND DIVERSITY STATEMENT

Royal Cross School is committed to the fair treatment of all in line with the Equality Act 2010. An equality impact assessment has been completed on this policy to ensure that it can be implemented consistently regardless of any protected characteristics and all will be treated with dignity and respect.

POLICY REVIEW

To ensure that this policy is relevant and up to date, comments and suggestions for additions or amendments are sought from users of this document. To contribute towards the process of review, please contact the author of the policy.

Statement of intent

At Royal Cross School we believe that, through the study of history, we can help our pupils make sense of their world and enrich their understanding of it.

This policy sets out the framework in which the history curriculum will be taught.

Through this curriculum, pupils will understand the similarities and differences between societies and cultures, and the impact of changes on people and places. They will learn about real people who lived, and real events which happened in the past. This will also include deaf history and significant people, changes in technology and the development of BSL.

Rationale

The things that have happened in the past influence all aspects of our lives and shape the customs and beliefs of the communities to which we belong. In addition to being a member of the general community in Britain, the pupils at Royal Cross are also members of cultural communities reflecting family heritage.

Studying history is therefore intended to help pupils make sense of their world and develop a sense of identity in relation to the cultural communities to which they belong.

At Royal Cross Primary School, pupils are given access to the past through a subject specific curriculum that supports their understanding of important events in the history of Britain, Europe and other parts of the world.

They are helped to build a clear chronological framework of the development of societies from ancient to modern times by making links across the different study units. They are given opportunities to investigate local history and to learn about and interpret the past from a range of primary sources.

The Curriculum provides pupils with a wide range of teaching and learning experiences including a strong focus on visits, visual experiences and first-hand learning opportunities.

Pupils are provided with opportunities to develop their historical knowledge through learning about, and understanding of, important aspects of local, national and world events and the histories of cultures other than their own.

At Royal Cross, Deaf history is important to our children. It helps to develop their deaf identity and develops their chronological awareness of how the deaf community has developed over time. Deaf history highlights the communities achievements, struggles and contributions to society. Deaf individuals have made significant contributions to various fields including science, medicine, art, literature and politics. It is important for our deaf children to understand and know how deaf history has

developed over time and celebrate the challenges that the deaf community have overcome.

Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- DfE (2013) 'National curriculum in England: history programmes of study'
- DfE (2015) 'The national curriculum in England: Key stages 1 and 2 framework document'
- Development Matters

This policy operates in conjunction with the following school policies:

- Curriculum Policy
- Teaching and Learning Policy

Roles and responsibilities

The governing board is responsible for:

- Approving this policy.
- Liaising with the headteacher and curriculum development lead with regards to pupil progress and attainment in history education.
- Ensuring the history curriculum is inclusive and accessible to all.

The headteacher is responsible for:

- Ensuring the history curriculum is implemented consistently throughout the school and ensuring any difficulties are addressed and mitigated as soon as possible.
- Receiving reports on the progress and attainment of pupils and reporting these results to the governing board.
- Making any necessary adjustments to the history curriculum where required.
- Keeping up-to-date with any relevant statutory updates and taking action where required.

At Royal Cross, History like all the Foundation subjects, are developed and led through the collaboration of all staff through staff meetings. These meetings will be used for:

- Preparing policy documents, curriculum plans and schemes of work for History.
- Reviewing changes to the national curriculum and advising on their implementation.
- Monitoring the learning and teaching of History, providing support for staff where necessary.
- Organising the deployment of resources and carrying out regular audit of all history resources.

- Utilising staff meetings to provide staff members with the appropriate training.
- Advising on the contribution of History to other curriculum areas.
- Celebrating and promoting the history curriculum and the work of pupils throughout the school.

The curriculum development lead (at Royal Cross this is the Deputy Head Teacher) will be responsible for:

- Acting in accordance with this policy.
- Liaising with the staff about key topics, resources and supporting individual pupils.
- Ensuring that all relevant statutory content is covered within the school year.
- Monitoring the progress of pupils reporting on a termly basis annual basis.
- Reporting any concerns regarding the teaching of the subject to the Headteacher
- Undertaking / organising any training that is necessary to teach the subject effectively.

Staff teaching history will be responsible for:

- Contributing to the development of this policy and teaching programmes, within staff meetings.
- Reviewing and contributing to the development of schemes of work and lesson plans in line with this policy and the objectives of the history curriculum.
- Delivering the history curriculum, including coordinating activities and resources within their specific areas.
- Assessing and recording pupils' progress and keeping the assessment lead updated.
- Providing feedback to parents on pupils' progress at parents' meetings as required.

The national curriculum

- This section of the policy has been created in line with the statutory requirements of the national curriculum for primary-level History, as outlined in the DfE's History programmes of study: key stages 1 and 2'.
- **At Royal Cross** we follow the requirements of the History programmes of study but at a modified pace and style of delivery to enable access by profoundly Deaf pupils whose language understanding has been severely impacted by hearing impairment. We set high expectations and introduce pupils to new vocabulary linked to History focusing on promoting curiosity about the past. They explore chronology, events, people and changes, Communication and interpretation, enquiry and the use of sources.

The aims of the history curriculum are to ensure pupils:

- Know and understand the history of the UK, and how it shaped the world, as a coherent, chronological narrative, from the earliest times to the present day.
- Know and understand significant aspects of the history of the wider world, such as ancient civilisations; empires and past non-European societies 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 these to analyse.
- Understand the methods of historical enquiry such as using evidence to support arguments.
- Gain a historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history.

Early Years

During Reception, in accordance with the 'Statutory framework for the early years foundation stage', focus will be put on the seven early learning goals (ELGs), with the historical aspect of pupils' work relating to the objectives set out within the framework. The ELGs cover:

- Communication and language: listening, attention and understanding; and speaking.
- Personal, social and emotional development: self-regulation, managing self, and building relationships.
- Physical development: gross motor skills and fine motor skills.
- Literacy: comprehension, word reading, and writing.
- Mathematics: number and numerical patterns.
- Understanding the world: past and present; people, culture and communities; and the natural world.
- Expressive arts and design: creating with materials; and being imaginative and expressive

History for the Early Years pupils will explore:

- Their own chronology
- All about me activities.
- Their place within the family unit.
- Extended family members and relations
- Celebration of birthdays and special days for themselves and their families.
- External visits to historical places within their locality.

Sequences of Learning

- Due to the small nature of the school and the development of some pupils, it is sometimes necessary to cross year groups and key stages. In all such cases sequences of learning will be carefully planned and personalised programmes will take into account previous learning and next step challenges.
- Sequences of learning as outlined in the DfE programmes of study may or may not take place within the suggested NC key stages.
- Emphasis at Royal Cross School is placed on the individual pupil's prior knowledge and readiness to move onto next step learning.
- All teachers follow the LTP/MTP for History and use the LPDS National Curriculum Assessment materials to track progression and plan lessons according to ability.

KS1 Pupils will be taught about:	<ul style="list-style-type: none"> • Changes within living memory and changes in national life – My family • Events beyond living memory that are nationally or globally significant – The Great Fire of London, Titanic • The lives of significant individuals in the past who have contributed to national and international achievements, used to compare aspects of life in different periods – David Attenborough/Christopher Columbus (explorers) • Significant historical events, people and places in their own locality – Deaf Education linked to Royal Cross Primary, Blackpool & the Victorians.
KS2 Pupils will be taught about:	<p>Stone Age Britain.</p> <p>The Roman Empire.</p> <p>Ancient Egypt - The achievements of the earliest civilisations.</p> <p>The Anglo Saxons and Scots.</p> <p>The Vikings Invasion</p> <p>Local history.</p> <p>An aspect of British history beyond 1066 - Deaf technology</p> <p>Ancient Greece.</p> <p>Another ancient civilisation.</p> <p>Early Islamic Civilisation - A non-European society such as Baghdad c. AD 900.</p> <p>Deaf people in History.</p> <p>Deaf Education</p>

Cross Curricular Links

Wherever possible, the history curriculum will provide opportunities to establish links with other curriculum areas. This includes:

English

Pupils' writing skills are developed through communication, vocabulary, and recording their planning and findings. This includes sentence construction, punctuation, grammar and narrative styles. Reading will be reinforced through locating sources of evidence and research.

Maths

Pupils use their mathematical knowledge and understanding of chronology, place value and number, when looking at dates/birth dates/ years etc. Understanding of more/less, ordinal numbers and sequences of number. This includes mathematical vocabulary.

Computing

Pupils use their computational skills in presentation of data, photographic detail and word processing. This will include key vocabulary in internet searches and online safety when looking at sources of information and deciding on validity of sources.

Pastoral

Pupils use the outdoor curriculum as an area for wellbeing and therapeutic activities alongside risk / benefit exploration. This will include visits to historic places within the locality and exploration of historic areas.

PHSE/RHE

Knowledge of the wider world, communication and behaviour outside of school, road safety and preparation for life. Independence and resilience.

Teaching and assessment

Lesson planning

All relevant staff will be briefed on the school's lesson planning procedures as part of staff training.

Throughout the school, history will be taught as a discrete lesson and as part of cross-curricular teaching when appropriate. The statutory national curriculum content from the DfE's 'History programmes of study' will be the starting point for planning. Teachers will also use the LTP/MTP curriculum plans alongside LPDS National Curriculum Assessment Materials.

Lesson plans will balance visual, signed, auditory and kinaesthetic elements used in teaching, ensuring that all pupils with different learning styles and communication needs

Policies/SHAREPOINT/curriculum policies

can access the learning experience. All lessons will have clear learning objectives, which are shared and reviewed with pupils.

Long-term planning will be used to outline the units to be taught within each year group. Medium-term planning will be used to outline the sign / vocabulary and skills that will be taught in each unit of work, as well as highlighting the opportunities for assessment, identifying learning objectives, main learning activities and differentiation.

Short-term planning will be used flexibly to reflect the objective of the lesson, the success criteria and the aim of the next lesson, building on medium-term planning and taking into account pupils' needs.

Teaching

Pupils will be taught:

- to describe associated processes and key characteristics in common language, using BSL key historical vocabulary
- to understand and use specialist vocabulary with the support of the school's Deaf tutor to support BSL vocabulary

Lessons will allow for a wide range of historical enquiry, including the following:

- Questioning, predicting and interpreting
- Pattern seeking
- Practical experiences
- Digital research
- Collaborative work
- Role-play and discussions
- Problem-solving activities
- Classifying and grouping
- Researching using secondary sources
- Presentation skills

Outdoor Curriculum

Opportunities for outdoor learning will be provided where possible. This will include:

- Each class will have the opportunity to undertake historical-based external educational visits.

Assessment

- Pupils will be assessed and their progression recorded in line with the school's Assessment Policy. At Royal Cross this is done through the Developmental Matters in Early Years and through B squared as pupils enter older class groups.
- Royal cross use LPDS National Curriculum assessment materials to monitor and plan for progression across lessons.
- Assessment in history will be based upon historical knowledge and understanding.

- Pupils will be assessed continually throughout the year and at 3 key points in the school year.
- Formative assessment will be carried out informally throughout the year. This will enable teachers to identify pupils' understanding of subjects and inform their immediate lesson planning. The results of summative assessments will be passed to relevant members of staff, such as the pupil's future teacher.

Assessment will take various forms, including the following:

- Talking to pupils and asking questions
- Discussing pupils' work with them
- Marking work against learning objectives
- Specific assignments for individual pupils
- Observing practical tasks and activities
- Pupils' self-evaluation of their work

Parents will be provided with a written report about their child's progress during the Summer term every year. Reports will include information on the pupil's attitude towards History, progress in understanding historical methods, ability to investigate, and the knowledge levels they have achieved.

Equal opportunities

- All pupils will be given equal access to the entire history curriculum, including educational visits.
- Where required, pupils with additional SEND needs will be provided with additional support in order to fully engage with the history curriculum.
- Where it is inappropriate for a pupil to participate in a specific lesson because of reasons related to any protected characteristics, the lesson will be adapted to meet the pupil's needs and alternative arrangements involving extra support will be provided where necessary.
- The school aims to provide more academically able pupils with the opportunity to extend their historical studies through extension activities such as problem solving, investigative work and historical research.

Monitoring and review

This policy will be reviewed on an annual basis by the Curriculum Development lead in collaboration with staff and the headteacher.