

History Policy

Whitefriars School



Approved by: SLT
Effective from: September 2022
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Intent



Article 29: *Your right to become the best that you can be.*

The pupils will extend and deepen their chronological understanding of local, British and world history. They will learn about many defining moments from Britain and the wider world's past and how they have shaped our lives today. They will do so using a variety of historical evidence. They will learn to judge the reliability, utility, and accuracy of this evidence by considering content, origin and purpose. They will decide which evidence is more useful.

The pupils will describe historical interpretations about the past and identify the evidence used to substantiate them. They will learn to evaluate the accuracy of these interpretations by considering the purpose of the authors together with the contrasting interpretations that could be formed. The pupils will debate interpretations by appreciating that they are based on evidence and the weight ascribed to that evidence.

The pupils will identify the causes of historical events and judge the relative importance of these causes. They will base these judgements on carefully selected and precise evidence and an understanding of how the causal factors link together. The pupils will present their findings in well thought out and structured pieces of writing in which they reach substantiated judgements and argue their case. The pupils will learn to use a criteria to judge the relative significance of events.

The pupils will develop interest, enthusiasm, and curiosity for history. They will acquire an understanding of different identities within society and an appreciation of diversity. They will become critical and reflective thinkers with enquiring minds. The pupils will learn to ask relevant questions about the past and research the answers. The curriculum ensures that pupils will know and remember the key information studied.

Implementation



Article 28: *Your right to learn and go to school.*

Timetable

In the primary section History is taught as part of Humanities. Pupils have a timetabled Humanities lesson every fortnight. Humanities topics carousel between History and Geography topics. This creative and innovative Humanities approach allows for the necessary cross-curricular links to aid full understanding. For example, the geographical aspects of historical periods can be fully explored to aid understanding across all of the Humanities. Regular planning sessions ensure that coverage is thorough.

In Key Stage 3 pupils have bespoke History lessons. Pupils have two timetabled lessons per week in Years 7, 8 and 9.

Pupils have the option of studying History at GCSE level in Years 10 and 11. Pupils are encouraged to study History or Geography in order to fulfil the requirements of the English

Baccalaureate. These pupils have three lessons per week. Pupils have the option of studying History for one of their A-Levels. These pupils have five lessons per week.

Skills

Our curriculum fully embraces and meets all the requirements of the National Curriculum and the Statutory framework for the early years foundation stage, and enhances this according to the needs of our pupils.

The pupils learn a variety of historical skills. These develop through the whole school, from the beginning of the primary section to the end of the secondary section. The part of the skill taught in each year group and each stage is well-designed and based on the through-school approach. Secondary section teaching is fully integrated with and builds upon the development of skills in the primary section.

In Key Stage 1, Key Stage 2 and Key Stage 3, pupils learn to select evidence to respond to a historical question. They evaluate the usefulness of this evidence by analysing content, origin and purpose. The pupils learn to identify interpretations and the supporting evidence. They consider alternative interpretations and evaluate the accuracy of them. The pupils explain the causes of historical events and evaluate their relative importance, including by considering the causal links. The pupils explain the trends of continuity and change across different periods, within various categories, and evaluate the amount and pace of change. The pupils use evidence to judge the level of significance of historical people and events and learn to use a criteria to make these judgements. Criteria are also used to evaluate the significance judgements of others.

EYFS

In EYFS pupils will listen to a broad range of stories, non-fiction rhymes and poems to increase their sense of knowledge and the past.

Key Stage 1

In Year 1 pupils learn changes within living memory, events beyond living memory that are significant nationally, about the lives of significant individuals who have contributed to international achievements and about significant historical events, people and places in their own locality. This is largely taught via a study of how toys have changed over time, by considering what it means to be royal and by analysing the impact of the Great Fire of London.

Pupils also complete a local study of Harrow and consider how it has changed over time.

Key Stages 2 and 3

The pupils learn about a variety of historical periods. The order of these periods and the structure of this curriculum has been designed to allow for correct chronological understanding. Pupils study a chronological course of British and world history that includes Ancient Egypt, Mayan Civilization, Ancient Greece, Stone Age and Iron Age Britain, Romans, Anglo Saxons and Vikings, Victorians, Middle Ages, Tudors, Stuarts, Slavery, Age of Revolutions, British Empire, World War 1, 1920s USA, Civil Rights in the USA, Russian

Revolution, Nazi Germany, Holocaust, World War 2, Cold War and the Development of the UK after WWII.

Pupils also complete a thematic study in Year 7 (Medicine through time) to develop chronological understanding.

GCSE and A-level

The curriculum has been designed so that History teaching at GCSE and A-level fully develops from that taught in the earlier key stages. As such pupils are fully prepared for this higher level of study.

GCSE and A-Level exam boards provide a lot of choice for schools regarding the content to be covered. The modules chosen reflect the needs and interests of our pupils as well as being fully integrated in our whole school curriculum. The modules taught include the learning of completely new historical periods as well as developing further understanding of previously taught periods.

Extra-Curricular

Pupils take part in a variety of historical visits. These include a Year 3 visit to the Verulamium Museum. KS4 pupils have the opportunity to visit Berlin to enhance their understanding of the Germany unit and to broaden their cultural horizons. KS5 pupils take part in trips to enhance their learning of 'Lancastrians, Yorkists and Henry VII'. Year 5 pupils also take part in a Victorian Day in school.

There is a KS3 History club which is open to all pupils. Each session focusses on a different time period and place. There is a focus on creativity and these are explicit links to other subjects and parts of the curriculum. For example, pupils make their own Olympic medals out of clay.

The whole school takes part in Black History Month. Classes and forms are assigned a value and choose a significant figure to learn about which links to their value. Classes also link this learning to our Rights Respecting Articles. Outcomes are combined into a school project so all benefit from the learning of each class.

Implementation – Skills



Article 17: Your right to honest information from newspapers and television that you can understand.

	Evidence	Interpretation	Causation	Chronology	Significance
EYFS	Learn information about the past through characters and events encountered in books read in class and storytelling			Know some similarities and differences between things in the past and now	
Year 1	Describe the types of evidence we can use to find out about the past.	Explain what is meant by an 'interpretation'.		Sequence events in their own lives. Describe changes within living memory and use these to reveal aspects of change in national life. Know where people and events they study fit within a chronological framework.	Describe events beyond living memory that are significant nationally or globally.
Year 2	Select evidence from stories and sources to describe the key features of events	Describe different interpretations of past events with supporting evidence		Identify similarities and differences between ways of life in different periods. Use a wide vocabulary of everyday historical terms.	Describe the lives of significant individuals who have contributed to national and international achievements. Describe significant events and people in their own locality
Years 3 and 4	Select evidence from sources to answer a historical question	Select evidence from sources to support or refute an interpretation	Explain the causes of an event using detailed evidence. Categorise causes into long term and short term	Provide a clear narrative of the period being studied. Describe what changes and what stays the same between different historical periods.	Explain the reasons why a person/event is significant
Years 5 and 6	Select evidence from a range of sources to answer a historical question	Select evidence to support two different interpretations of a past event	Explain key moments/individuals that triggered change	Explain the trends of continuity and change across historical periods	Use evidence to decide who/which event was most significant
Year 7	Explain why sources are useful based on their content. <i>The source is useful because it tells us...This means...</i>	Identify an interpretation (from presented material) and the evidence used to support it. Add further evidence to support the interpretation. <i>The interpretation is...The evidence used to support the interpretation is...Further evidence to support the interpretation is...</i>	Explain the relative importance of a cause and identify links with another cause. <i>...was very/not very important in causing...This is because...Evidence to support this is...This links to...</i>	Explain the trends of continuity and change in different categories across historical periods (identifying that there is both change and continuity)	Use a criteria to judge relative significance
Year 8	Explain why sources are useful based on their origin. <i>The source is useful in providing the opinion of...He/she was...This is useful because...</i>	Identify and describe alternative interpretations (to the presented interpretation) and evidence that can be used to support them. <i>Other interpretations are...Evidence to support these is...</i>	Identify and explain the relative importance of a range of causes and explain how these causes link together. <i>Furthermore...was also important...This is because...Evidence for this is...This links to...because...</i>	Evaluate the amount of change across many historical periods	Explain that significance judgements depend on the criteria used. Formulate a criteria and use it to judge significance.
Year 9	Explain how and why the purpose of sources reduces usefulness. <i>The purpose of the source is...This reduces usefulness because...</i>	Evaluate the accuracy of interpretations. <i>The author has the benefit of hindsight and thus the interpretation could be considered accurate because... The interpretation is not fully accurate because the author is...He is writing from a particular viewpoint to show... The purpose of the author's work is...Thus the interpretation is not fully accurate because...</i>	Judge relative importance of causes using the links between them. <i>The most important cause is...This is because...(Explain how the causes link together when justifying your conclusion)</i>	Evaluate the pace of change across many historical periods	Evaluate significance judgements using a criteria
Years 10 and 11	Use purpose to compare the usefulness of sources and to judge which is more useful. Use content, origin, and purpose to distinguish between the utility and reliability of sources	Judge the accuracy of an interpretation based on the quality of its supporting evidence (judge the degree of support provided for the view), the existence of opposing interpretations, if the author has the benefit of hindsight, the author's viewpoint, and the author's motive. Explain that interpretations should be viewed as part of a wider historical debate which includes a range of interpretations	Evaluate the relative importance of a cause using detailed evidence, by comparing to the role of other causes and by explaining how all the causes link together	Identify, explain, and evaluate the amount of change over large periods of time (hundreds to thousands of years)	Arrange factors into order of significance (most to least) and justify decisions with evidence
Years 12 and 13	Judge how far contemporary evidence supports a viewpoint by analysing the similarities and differences between this evidence and by using authorship and purpose to explain these differences. Consider the values and assumptions of society from which the evidence is drawn.	Produce an argument for and against an interpretation by explaining the viewpoints of historians, comparing them, and evaluating them. Use these explanations and evaluations to produce your own interpretation.	Produce a line of argument which explains how the causation factors link together. Use this to judge relative importance. Use detailed, precise and relevant evidence to substantiate each part of this argument in analytical essays.		Compare the significance of various events by judging the extent to which evidence supports a criteria and by evaluating arguments concerning this evidence

Implementation – Content



Article 13: *Your right to have information.*



Article 37: *Your right to be treated fairly if you break the law.*

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
EYFS		Who are our local heroes?				How does the story end?
Year 1	How have toys changed over time?					What does it mean to be royal?
Year 2		Where is Harrow and how has it changed?			How did the Great Fire of London affect London?	
Year 3	How has Ancient Greece influenced the world?	How has Britain changed from the Stone Age to the Iron Age?	What impact did the Romans have on Britain?			
Year 4			How was Britain affected by the Anglo-Saxons and Vikings?			
Year 5	How did Victorian ideas change the world?			Who were the Mayans?		
Year 6	What impact did Egypt have on the Ancient world?					
Year 7	Medicine Through Time	The Norman Conquest	Crusaders and Kings of the Middle Ages	Life in the Middle Ages	Tudors	The Elizabethan Age
Year 8	Stuarts	African Kingdoms and Slavery	The Age of Revolutions	The British Empire	World War 1	USA: 1910-1929
Year 9	Civil Rights in the USA	The Russian Revolution	Nazi Germany and the Holocaust	World War 2	The Cold War	The Development of the UK after WW2
Year 10	The development of Germany (1919-1991)			The USA: A Nation of contrasts (1910-1929)		
Year 11	Changes in health and medicine in Britain (500-present)			The Elizabethan Age (1558-1603)		
Year 12	Mao's China (1946-1976)			Russia (1917-1991): From Lenin to Yeltsin		
Year 13	Lancastrians, Yorkists and Henry VII (1399-1509)			Coursework		

Implementation – GCSE History (Eduqas)

Component title	Content Overview
<p>Changes in health and medicine in Britain (500-present)</p> <p>25%</p> <p>1 hour and fifteen minutes written paper</p>	<p>What have been the causes of illness and diseases over time?</p> <p>How effective were attempts to prevent illness and disease over time?</p> <p>How have attempts to treat illness and disease changed over time?</p> <p>How much progress has been made in medical knowledge over time?</p> <p>How has the care of patients improved over time?</p> <p>How effective were attempts to improve public health and welfare over time?</p>
<p>The Elizabethan Age (1558-1603)</p> <p>25%</p> <p>1 hour written paper</p>	<p>How successful was the government of Elizabeth I?</p> <p>How did life differ for rich and poor in Elizabethan times?</p> <p>What were the most popular types of entertainment in Elizabethan times?</p> <p>How successfully did Elizabeth deal with the problem of religion?</p> <p>Why were the Catholics such a serious threat to Elizabeth?</p> <p>How much of a threat was the Spanish Armada?</p> <p>Why did the Puritans become an increasing threat during Elizabeth's reign?</p>
<p>The USA: A Nation of contrasts (1910-1929)</p> <p>25%</p> <p>1 hour written paper</p>	<p>Why did immigration become such a major issue in American society?</p> <p>Was America a country of religious and racial intolerance during this period?</p> <p>Was the 1920s a decade of organised crime and corruption?</p> <p>What were the causes of the economic boom experienced in the 1920s?</p> <p>What factors led to the end of prosperity in 1929?</p> <p>How did popular entertainment develop during this period?</p> <p>How did the lifestyle and status of women change during this period?</p>
<p>The development of Germany (1919-1991)</p> <p>25%</p> <p>45 minutes written paper</p>	<p>How successful was the Weimar Government in dealing with Germany's problems between 1919 and 1933?</p> <p>How did the Nazis take control of Germany by 1934?</p> <p>How were the lives of German people affected by Nazi rule between 1933 and 1939?</p> <p>Why did life change for the German people during the Second World War?</p> <p>Why were conditions in West and East Germany different after 1949?</p> <p>How did relations between the two Germanies change between 1949 and 1991?</p> <p>What factors led to the reunification of Germany in 1990?</p>

Implementation – A-Level History (Pearson)

Component Title	Content Overview
<p>Russia, 1917-1991: from Lenin to Yeltsin</p> <p>30%</p> <p>Two breadth essays and one interpretation question</p> <p>2 hours 15 minutes written paper</p>	<p>How was a one-party state created in 1917?</p> <p>How did Stalin control the USSR between 1928 and 1953?</p> <p>What impact did Stalin's Five Year Plans have on the economy?</p> <p>How did Khrushchev attempt to De-Stalinise Russia?</p> <p>How did personality cults help control the people of Russia?</p> <p>How did the status of women change in the USSR?</p> <p>Why did the USSR collapse in 1991?</p>
<p>Mao's China, 1949-76</p> <p>20%</p> <p>One source question and one depth essay</p> <p>1 hour 30 minutes written paper</p>	<p>How did Mao establish Communist rule in China?</p> <p>Why did Mao launch a Cultural Revolution?</p> <p>How did the Red Guard help Mao keep control?</p> <p>What were the successes and failures of the Great Leap Forward?</p> <p>What impact did Mao's policies have on traditional culture in China?</p>
<p>Lancastrians, Yorkists and Henry VII, 1399-1509</p> <p>30%</p> <p>One source question, one depth essay and one breadth essay</p> <p>2 hours 15 minutes written paper</p>	<p>What happened during the crisis of 1399?</p> <p>What challenges did Henry IV face in the early 15th century?</p> <p>Why did Jack Cade rebel in 1450?</p> <p>Why was George, Duke of Clarence, murdered in 1478?</p> <p>What was the significance of Richard III's seizure of the throne in 1483?</p> <p>How did Henry VII claim the throne and how was he able to keep it?</p>
<p>Coursework</p> <p>20%</p> <p>3000-4000 word essay</p>	<p>You will complete an independently researched enquiry on historical interpretations relating to the previous units</p>

Impact

Teacher questioning about and after all explanations, using techniques to ensure that all pupils are included in the questioning, allows the teacher to assess the level of understanding of their teaching. This allows future explanations to be planned during lessons. This keeps pupils at the point of learning.

Teacher guiding of first practise supports pupils with new knowledge and skills when they first use it and ensures that misconceptions are immediately rectified. Pupils are targeted for guiding based on the assessment information gleaned from lesson questioning and distance feedback.

Learning tasks are differentiated so that pupils focus on their precise next steps and practise what they most need to practise. Distance feedback, questioning and guiding allows the teacher to glean the assessment information necessary to plan this.

Teachers track development of skills and understanding of content to plan future learning.

Secondary section teachers complete class feedback logs to provide distance feedback. These identify individual, group and whole class misconceptions which are used to plan the next lesson's explanations, questioning, next steps, and guided group.

Questioning, live tweaks to explanations, teacher guiding, a focus on next steps and class feedback logs all ensure that any knowledge or skill gaps are immediately closed so that pupils have the key information needed for subsequent learning, lessons and examinations.

Year 10, Year 11 and Year 12 pupils complete an assessment or examination each half term. These assessments match final examination criteria and generate working at grades for the pupils for that particular content. This assessment, combined with ongoing teacher assessment and professional judgement is used to generate half termly predicted grades. Predicted grades are the History department's judgement as to the grades pupils are most likely to achieve in the final GCSE and A-level examinations.