



Norwich Road Academy

History Policy

Date of policy	February 2024
Member of staff responsible	K Blackwell
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Historic England

Norwich Road Academy History Curriculum

Intent:

“History is where you stand”

At Norwich Road Academy we aim to understand that 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. Local history is important to us as a school as it is central to their identity and promotes community values. Local history is supported by our House system where we look at the influence of Thomas Paine, Charles Burrell, Edith Cavell and Boudicca within the local area and further afield.

All of this will be supported by the Norwich Road values of:

Empower-Motivate-Aspire-Transform-Be Proud-Connect

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

Objectives

These objectives are based from the above aims, which we hope that by the time all pupils leave Norwich Road Academy they will have achieved these objectives. EYFS objectives differ slightly as they follow Early Learning Goals.

EYFS Objectives

Within the EYFS curriculum History falls under Understanding the World.

- Be positive about differences between people and support children's acceptance of difference. Be aware that negative attitudes towards difference are learned from examples the children witness.
- Ensure that each child is recognised as a valuable contributor to the group.
- Talk to children about their friends, their families, and why they are important.
- Celebrate and value cultural, religious and community events and experiences

Implementation

Key Stage 1 and 2

Our Knowledge Curriculum ensures that children have the opportunity to develop a rich vocabulary within the subject and use history to support other areas with cross curricular links.

During Key Stage 1, pupils learn about people's lives and lifestyles. They find out about significant men, women, children and events from the recent and more distant past in Britain and the wider world. They listen, and respond to stories and use sources of information to help them ask and answer questions. They learn how the past is different from the present.

During Key Stage 2 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.

When implementing effective teaching and learning of History, teachers at Norwich Road Academy use our locality (where applicable) to make learning purposeful and meaningful for the children. We have strong links with the local museum, Ancient House Museum, that helps us to continue these strong links within the community.

Norwich Road Academy is a part of the Heritage Schools Programme from Historic England, this allows us to continue with our strong links to local history through the use of local heritage workshops. These workshops and resources will enrich the children's knowledge around their local history and follows the school's intent: History is where you stand.

Primary Knowledge Curriculum (PKC) Partnership

At Norwich Road Academy we work in partnership with the Primary Knowledge Curriculum.

The PKC history curriculum has been designed to be both knowledge-rich and coherently sequenced. Knowledge, in the realm of history, means not only substantive knowledge of historical events, dates and people in the past, but also knowledge of substantive concepts in history (such as 'empire', 'monarchy' and 'civil war'), and disciplinary historical concepts (such as evidence, causation, significance and interpretation).

The PKC history curriculum allows children to develop a chronologically secure knowledge and understanding of local, British and world history. The substantive knowledge taught in the curriculum has been carefully chosen and sequenced using a largely chronological approach. Each unit of work should not be viewed as a stand-alone topic, but as a chapter in the story of the history of Britain and the wider world. In this sense, the chronological approach provides a solid framework, anchoring each unit within a wider narrative. Understanding in history requires an understanding of causation. Children will be able to understand the causes of significant national and global events, (such as World War I), when they have some background knowledge of what happened before (such as the origins and growth of European empires, including the British Empire).

Knowledge of substantive concepts and disciplinary concepts have been interleaved across the curriculum, allowing children to encounter and apply these in different contexts. From year to year, unit to unit, lesson to lesson, the curriculum supports children in making connections and building upon prior substantive and disciplinary knowledge. For example, the children develop a secure understanding of 'monarchy' in Britain. They begin to learn about British

monarchs in Year 1, and build upon their knowledge of monarchy in British society throughout the curriculum, looking at the reigns of significant monarchs such as Henry II, Henry VIII and Queen Elizabeth I, with a focus on understanding the transition from the autocratic and unlimited power of early monarchs to the limited constitutional role of contemporary British monarchs. Each British history unit allows children to add to their understanding of 'monarchy' in Britain, the impact it had on the lives of the British people, and analyse the significance and legacy of each monarch.

The PKC history curriculum is balanced to enable children to look in some depth at local, national and world history, encouraging children to explore the connection between significant events and people and how they have influenced the modern world. The content in the curriculum ensures children have a secure overview of a period, before studying aspects in more depth.

Equal Opportunities

As part of our continued dedication towards inclusivity at Norwich Road Academy we ensure the teaching of Black History is taught within the curriculum. We recognise the importance of celebrating Black History Month and ensure that this is recognised within children's learning. This will include black histories and national and global stories of black culture and achievement. Benefiting every pupil, this would counter race inequality and contribute to creating a sense of place and belonging for all students.

Decolonising the curriculum is learning history from a non-colonial view, it calls for us to consider the stories and accounts of those countries shaped by colonialism. It is about centring marginalised voices.

At Norwich Road Academy we understand the importance of studying and teaching a well-rounded curriculum and acknowledge the stories and histories of countries which were impacted by the Empire. This is evident through the well balanced curriculum.

Heritage School

Norwich Road Academy is an accredited Historic England School, Years 1/2, 4/5 and 6 take part in Heritage Projects annually whereby they learn about a key historical study from the local area. This is planned and resourced by Historic England and delivered by the teaching staff. Thus, enriching our curriculum further and falling in line with the aims of embedding local history into our studies.

Year 1 and 2: 'Stinky Streets' with Allan Minns.

Year 4 and 5: Super Singh Siblings

Year 6: Kable and Holmes: Crime and punishment Story.

SEND and Inclusion

At Norwich Road Academy, we endeavour to meet the needs of all children, taking into account gender, ethnicity, culture, religion, language and disability. The provision for children with Special Educational Needs and Disabilities is detailed in the SEND Policy. Children with SEND are supported through additional or adapted resources, differentiated learning tasks, targeted adult support and interventions. Some children may need additional time or careful scaffolding to understand or complete a task.

Impact:

- **observe children** – to see how they tackle a task and how well they use their skills and knowledge
- **ask questions** – to challenge thinking and ascertain understanding.
- **work alongside children in group work** – to be able to adapt/extend their learning, and provide personalised learning opportunities and challenge
- **encourage self and peer assessment** – helping children to understand their learning journey
- **give verbal feedback** – to help children identify how well they have done, and what they need to learn next
- **mark children's work** – affirming their achievement and identifying next steps.

Subject Leader

- Subject Leaders at Norwich Road Academy will:
- -Prepare and review subject policy and curriculum plans
- -Promote the study of the subject throughout the academy
- - Advise and support staff in the planning, delivery and assessment of design and technology;
- - Monitor and evaluate the standards of children's work and the quality of teaching in design and technology throughout the school;
- -Attend appropriate CPD and stay informed regarding developments within their subject
- -Provide and evaluate learning resources

- -Provide training and CPD to staff on the subject curriculum and its delivery, and keep them informed about subject developments nationally
- -Assess the impact of the subject curriculum on pupil's learning and development

Monitoring and review

This policy will be reviewed by staff and governors at least every 2 years.