



**Kilburn Junior School**  
**History Policy**



**SPRING 2021**



# Kilburn Junior School: History Policy 2021

“History is not a burden on the memory but an illumination of the soul.”

-John Dalberg-Acton

## 1. RATIONALE

At Kilburn Junior School, we believe that History is an essential part of the school's curriculum. A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. Pupils are taught to 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, they will develop their empathy and admiration for other cultures by realising that a diverse group of people from a wide range of ethnic backgrounds have been an integral part of the make up of modern Britain. They will develop a sense of the diversity of human experience, and understand more about themselves as individuals and members of society. In history, pupils find evidence, weigh it up and reach their own conclusions. They make value judgements about the actions of groups of people in the past and use this to see how modern Britain have arrived at our shared set of values. To do this they need to be able to research, sift through evidence, and argue for their point of view—skills that are prized in adult life.

Our History curriculum 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.

## 2. AIMS AND OBJECTIVES

The national curriculum for History (2014) 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.

### **3. VOCABULARY**

Throughout the History curriculum, we will ensure that children gain a wide vocabulary and understand more difficult substantive, conceptual ideas which reoccur throughout history: deiscrimination, empire, tax, trade and invasion for example. They are crucial components of pupils' comprehension of new material because they are abstract ideas, and therefore difficult to grasp, but are also found very commonly in history. At Kilburn Junior School, we will aim to secure these by using appropriately challenging vocabulary in lessons, explicitly teaching these concepts, using them regularly in context and, sometimes, by assessing pupils' knowledge of identified concepts.

### **4. TEACHING AND LEARNING**

At Kilburn Junior School, we use a variety of teaching and learning styles in history lessons to impart the skills and knowledge set out in our History curriculum. It is important to us however, that the outcomes for this subject are closely related to the our desired outcomes from our underlying Global Citizenship goals, in particular, the values of this curriculum through which we teach history. We believe in whole-class teaching methods and combine these with enquiry-based research activities. We believe children learn best when:

- They have access to, and are able to handle artefacts
- They go on visits to museums and places of interest
- They have access to secondary sources such as books and photographs
- Visitors talk about personal experiences of the past
- They listen to and interact with stories from the past
- They undertake fieldwork by interviewing family and older friends about changes in their own and other people's lives
- They use drama and dance to act out historical events
- They are shown, or use independently, resources from the internet and videos
- They are able to use non-fiction books for research
- They are provided with opportunities to work independently or collaboratively, to ask as well as answer historical questions.

As with any other subject, we recognise the fact that we have children of differing ability in all our classes, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies which are differentiated by task, expected outcome and/or support from peers or adults.

### **5. THE ROLE OF THE SUBJECT LEADER**

The Subject Leader is responsible for improving the standards of teaching and learning in History through:

Monitoring and evaluating history:

- pupil progress and analysis of data (through book scrutiny, lesson observation etc...)
- provision of history: ensuring the breadth and balance of the curriculum with clear and progressive steps taught in knowledge and skills.
- How history is taught in the through other areas of the curriculum
- the quality of the learning environment (teaching, displays and use of ICT)
- taking the lead in policy development
- auditing and supporting colleagues in their CPD
- purchasing and organising resources
- reporting to governors and SLT
- guidance support and training for parents and carers
- keeping up to date with recent pedagogical developments

### **6. THE EXPECTATIONS OF THE TEACHING STAFF**

- Teachers are aware of school policy and plan and teach lessons in keeping with its ethos

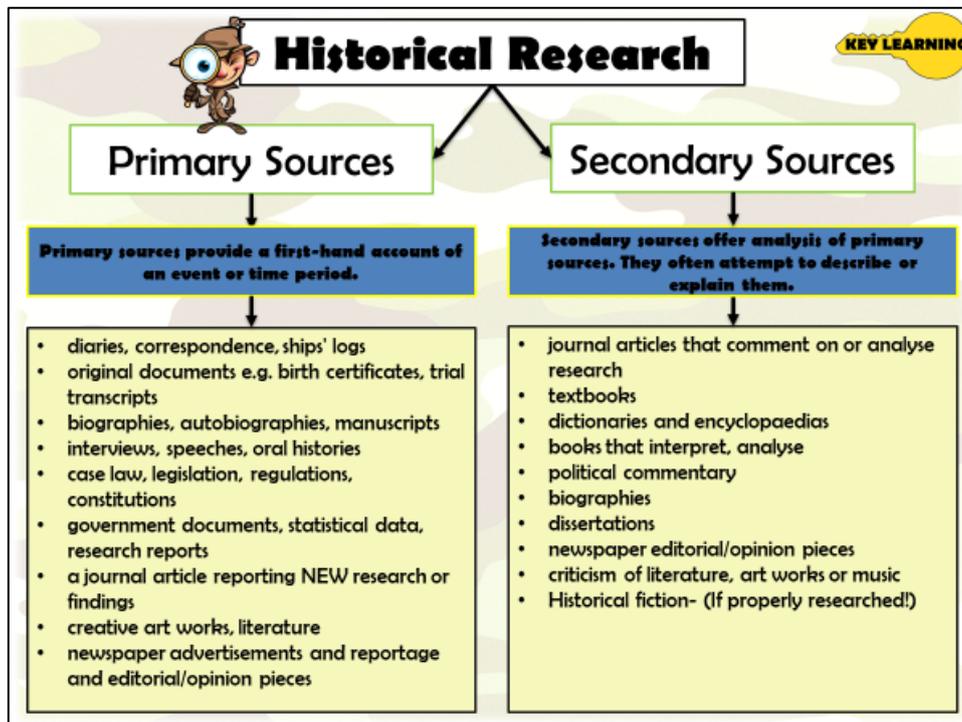
- A yearly overview is used to ensure coverage of the expected curriculum and progression from year to year
- Planning covers all History objectives throughout the year
- Weekly plans are based on medium term planning and success criteria based on the most recent assessments
- Skills and knowledge taught in History are reinforced and embedded throughout all other areas of learning; this is evidenced in all appropriate work (esp. English, D&T etc...)
- Guided group work is planned for and delivered
- Learning Objectives, success criteria and key pieces of vocabulary are displayed in all lessons and are evident in books
- Marking is directly linked to the Learning objective and Success Criteria in all lessons. (See feedback and Marking policy)
- Assessment for Learning is used in classrooms.
- High quality displays are used to support teaching and celebrate the achievements of pupils

## **7. THE EXPECTATIONS OF TEACHING AND LEARNING ASSISTANTS AND OTHER HELPERS IN CLASS**

- All staff are aware of school policy and plan and teach lessons in keeping with its ethos.
- Staff will feedback to teachers and pupils as necessary and in line with marking and feedback policy.
- Staff will use historical vocabulary with accuracy and identify and correct misunderstandings or misconceptions in a timely manner.
- Staff will model the high standards we expect from pupils and foster a love of history through their own enthusiasm for the subject.



# APPENDICES



Example of key learning used to develop understanding of historical inquiry.

**Monday 1<sup>st</sup> November 2021**  
**World War II**

**WALT:**  
understand who Adolf Hitler was; and how he came to power.

**WILF:**  
I understand who Hitler was and why he was supported by the German people.  
I understand how the outcomes of the Great War lead to the Second World War.

**KEY VOCABULARY**

- Treaty of Versailles
- Nazi Party
- Communists
- Sturmabteilung
- Depression
- Reichstag

Example of learning objectives alongside key pieces of historical vocabulary.

Names: \_\_\_\_\_ Date: \_\_\_\_\_

## HITLER'S RISE TO POWER

WALT: \_\_\_\_\_ KEY LEARNING

1. Treaty of Versailles	3. Depression and starvation	5. Sturmabteilung	7. Reichstag Fire
<p>•</p>	<p>•</p>	<p>•</p>	<p>•</p>
2. Angry Veterans	4. Hitler joins NSDAP	6. Hitler becomes chancellor	8. Reichstag Fire Decree

WWI → HITLER RULES GERMANY

Example of how outcomes from Learning for Memory CPD have been incorporated into teaching and learning to support children in learning new historical knowledge.

Names: \_\_\_\_\_ Date: \_\_\_\_\_

## Life for Jewish People in 1930s Germany

WALT: \_\_\_\_\_

**1932**    **1933**    **1934**    **1935**    **1936**    **1937**    **1938**    **1939**    **1940**

**JEWISH MASS EMIGRATION (1933)**    **LARGE-SCALE BURNING OF ACADEMIC BOOKS (MAY, 1933)**    **KRISTALLNACHT (NOV, 1938)**    **GERMAN CHILDREN FORCED TO JOIN HITLER YOUTH (MARCH, 1939)**

**HITLER BECOMES CHANCELLOR (MARCH, 1933)**    **ECONOMIC STEPS TAKEN AGAINST JEWISH BUSINESSES (APRIL, 1933)**    **HITLER BECOMES THE 'FÜHRER' (AUG, 1934)**    **NUREMBERG LAWS PASSED (SEPT, 1935)**    **HITLER INVADERS POLAND (SEPT, 1939)**    **JEWIS BANNED FROM LEAVING GERMANY (SEPT, 1939)**

*Ein Volk, ein Reich, ein Führer!*

Example of how specific chronological knowledge is supported.



Children in Year 6 share the learning from their WWII study to mark Holocaust Memorial Day as part of the authentic outcome for this unit.

Wednesday 6<sup>th</sup> June 1842  Case Number 2654

**Islington Magistrates Court**

**Transcript of the defence of Henry Catlin:**

"Your honour, Henry Catlin is just a boy. He is a poor and unfortunate soul whose life has been beset by the most extreme tragedy and constant hardship. He does not act out of malice or evil: he acts out of desperation, starvation and fear. Therefore, I must appeal to your Christian sense of forgiveness and understanding and urge you to not punish him but to understand the reasons for this petty desperate act of larceny. Treat him not as a criminal, your honour, but as the underprivileged and deprived young boy that he is. We should not punish the poor for being penniless. We should not punish the poor for being starving and we should not punish Henry Catlin for this one desperate act.

Henry Catlin was born on Christmas day 1827, the youngest of seven children. Due to his family's extreme poverty, not all of his siblings would live to adulthood. Just one year later, his father attempted to murder his mother in a tenement building in White Horse Lane. This abusive man was sent to prison for this abhorrent act but not for very long. In 1836, Henry's family found themselves in the Work House for a short time unable to feed or house themselves and Henry's mother later passed away leaving Henry in the sole care of his father who spent what little money they had on alcohol leaving Henry and his siblings to fend for themselves. It was at this time that Henry Catlin was forced to commit criminal acts in order to ensure that he and his family did not starve.

Some less learned people, might say that Mr Catlin committed these crimes before and that this shows that he is unrepentant. Some less learned people might say that his previous theft of some shoes shows a criminal mind at work. This is clearly not the case, however! When we understand the life of Henry Catlin, we understand the reason for the acts that he has been driven to. A violent father that did not care for him will not feed him. A poor, unfortunate mother who is now with the lord cannot feed him therefore Henry must seek to feed himself in the only manner possible: through taking what is not his. For Henry, the options were obey the law and starve to death or break the law just to live. What choice would you have made, your honour?

If you find him guilty of these crimes, young Henry, will be taken from here and locked away. He will be beaten. He will be made to work back-breaking jobs. He could even be transported to Van Diemen's Land. What good will this do to him? What good will this do for our country to rid ourselves of all these promising young citizens?

I urge you, your honour- in the strongest possible terms- to find Henry not guilty of this crime.

If you found yourself in Henry's shoes, your honour, I ask you: how would you have acted differently? If you were starving, would you not seek to feed yourself using any means necessary? If you punish this boy, your honour, you are punishing all of the starving and poor in this country. You are punishing every man and woman who cannot feed themselves and their families. Make an example of empathy and forgiveness for poor Henry by recognising that he is innocent of evil thought or deed. Show the people of this country that it is right to help the poor not punish them. There, but for the grace of god, go us all."

An example of how History is taught in a cross-curricular way, with the children using persuasive techniques (and Global Citizenship values) in English to argue the real-life case of a young boy in poverty caught stealing and sentences to transportation.