

WHITEHILLS PRIMARY SCHOOL

"...putting children first..."



HISTORY POLICY

Date reviewed: November 2020

Reviewed by: E Stone

Ratified by Governors: November 2020

Rationale

At Whitehills Primary School we believe that 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. Quality first 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.

Structure

All children are taught History at least twice a year in depth and then History is used to make links to other subjects. National and global days/events of importance will also be observed and planned for accordingly.

By the end of Year 6, children will have a chronological understanding of British history from the Stone Age to the present day. They are able to draw comparisons and make connections between different time periods and their own lives. Interlinked with this are studies of world history, such as the ancient civilisations of Egypt. Wherever possible, cross curricular outcomes in history are specifically planned for, with strong links between the History curriculum and literacy/ reading lessons enabling further contextual learning. The local area is also fully utilised to achieve the desired outcomes, with extensive opportunities for learning outside the classroom embedded in practice. Planning is informed by and aligned with the national curriculum. In addition, lesson design is also informed by national agencies, including the Historical Association, which the History leader is a member of.

Aims

We aim through teaching History to:

- Give children skills and attitudes with which they can begin to develop an understanding of the factors which shape their world.
- Increase children's knowledge of the past.
- Develop their awareness of their roles in society and their ability to affect this by making choices.
- Develop independent ways of working and confidence.
- Develop a sense of what it is to be a historian.

Examples of opportunities

When covering World War 2, Grandparents are welcomed into school to share their experiences from the past with the children.

In Key Stage 1 we aim to include outside visits whenever possible and the children in Year 2 are taken on an educational trip to Warwick castle.

Timepieces is a company which brings history to life within the school. We have an Egyptian day which allow the children to dress up and ‘travel back in time’ for the day.

In Key Stage 2 we aim to include outside visits whenever possible. External visits include visiting Holdenby House for role play days (Year 5 and Year 6).

We also welcome external companies who come into school to teach History through role play, handling artefacts, dance, music, art, food tasting etc (Year 3 – ‘Egyptian day’).

School organised activities include World War 2 Day (Year 6), Victorian Day (Year 1) and Viking Day (Year 4).

Inclusion and SEND

Schools have a responsibility to provide a broad and balanced curriculum for all pupils. This statutory inclusion statement outlines how teachers can scaffold (and differentiate) and modify as necessary to provide all pupils with relevant and appropriately challenging work at each key stage. It sets out three principles that are essential to developing a more inclusive curriculum.

- setting suitable learning challenges
- responding to pupil’s diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils

We aim to encourage all pupils to reach their full potential through the provision of varied opportunities and scaffolded/ differentiated lessons. Through the teaching of History we aim to develop awareness of ethnic, cultural and economic diversity of human society and to foster positive attitudes to all people. Care is taken when selecting source material that a range of perspectives and viewpoints are represented including those of men and women from different racial and religious groups. The importance of the pupils own cultural background is recognised as a resource which may give an alternative perspective on events of the past as well as the present. The History leader will liaise with the SENCO to ensure that the children with SEND achieve their full potential in History lessons and activities.

History in the National Curriculum

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Subject content:

Key stage 1

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally (e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries)
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods (e.g. Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and Edith Cavell)
- significant historical events, people and places in their own locality.

Key stage 2

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils

understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age

This could include:

- late Neolithic hunter-gatherers and early farmers, e.g. Skara Brae
- Bronze Age religion, technology and travel, e.g. Stonehenge
- Iron Age hill forts: tribal kingdoms, farming, art and culture
- the Roman Empire and its impact on Britain

This could include:

- Julius Caesar's attempted invasion in 55-54 BC
- the Roman Empire by AD 42 and the power of its army
- successful invasion by Claudius and conquest, including Hadrian's Wall
- British resistance, e.g. Boudica
- "Romanisation" of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity
- Britain's settlement by Anglo-Saxons and Scots

This could include:

- Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire
- Scots invasions from Ireland to north Britain (now Scotland)
- Anglo-Saxon invasions, settlements and kingdoms: place names and village life
- Anglo-Saxon art and culture
- Christian conversion – Canterbury, Iona and Lindisfarne
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

This could include:

- Viking raids and invasion
- resistance by Alfred the Great and Athelstan, first king of England
- further Viking invasions and Danegeld
- Anglo-Saxon laws and justice
- Edward the Confessor and his death in 1066
- a local history study

For example:

- a depth study linked to one of the British areas of study listed above
- a study over time tracing how several aspects national history are reflected in the locality (this can go beyond 1066)

- a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

For example:

- the changing power of monarchs using case studies such as John, Anne and Victoria
- changes in an aspect of social history, such as crime and punishment from the AngloSaxons to the present or leisure and entertainment in the 20th Century
- the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day
- a significant turning point in British history, e.g. the first railways or the Battle of Britain
- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- a non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Whole school	Black History Month (Oct)	Remembrance day		International Women's day (8th March)	Local History Month (May)	
Year 1	Creating own timeline Identifying differences from baby to adult.	Guy Fawkes – linked to Bonfire night. Van Gogh – art history.	Ancient China – Emperors, Terracotta army, great wall - changes		Looking at Victorian homes comparing them to modern day homes (double bubble maps) Victorian Wash Day. Queen Victoria Victorian Schools – comparing to modern day. Victorian School Day. Florence Nightingale	
Year 2	Significant historical events, people and places in their own	*Remembrance day To know events beyond	*The Great Fire of London (History day)	Why castles were built.	21 st century technological advances.	Grace Darling To know the lives of significant

	<p>locality.</p> <p>Space – linked to Literacy (planning a party on the moon) Children learning about Neil Armstrong and Space.</p>	<p>living memory.</p> <p>Bonfire Night – the gun powder plot</p>	<p>To know events beyond living memory.</p> <p>*Samuel Pepys</p> <p>To know the lives of significant individuals in the past who have contributed to national and international achievements.</p>	<p>The parts of a castle.</p> <p>Battle of Hastings. Significant historical events, people and places in their own locality.</p> <p>To know the lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Research Henry VIII and creating a fact file (ICT)</p> <p>Visit to Warwick castle</p>		<p>individuals in the past who have contributed to national and international achievements.</p> <p>Seaside in the past – compare and contrast. Discuss events in their own living memory and compare with adults in their family.</p> <p>Changes in living memory.</p>
Year 3	<p>Early Britons Changes in Britain from Stone Age to Iron age <i>(Hunter gatherers and early farming)</i></p>	Life of Newton (Forces)	The life and work of Thomas Edison.	<p>Egyptian day. Artefacts. Timeline. Research – food, clothing, beliefs. Achievements</p>		
Year 4	<p>Timeline of Roman Events</p> <p>What is it like to be invaded?</p> <p>Researching about Roman roads, baths, gladiators, entertainment, home life, schools, religion and soldiers.</p> <p>Comparing life today to the Roman times.</p>		<p>History of chocolate – when and where it was first discovered (Aztec link).</p> <p>When was chocolate first introduced in UK – link to Cadbury World.</p> <p>Timelines of the history of chocolate.</p>		<p>The work of an archaeologist (archaeological dig).</p> <p>Life of a Viking child. Viking clothes and artefacts.</p> <p>Comparing life today to life in the Viking times.</p> <p>King Alfred.</p>	

Year 5	<p>The Tudors (1485-1603) Similarities and differences between different periods of time/ significant dates.</p> <p>Schooling, transport, food, houses, clothes etc.</p> <p>Timeline</p> <p>Spanish Armada</p> <p>Describe/ reasons for the main events and changes for the period of time studied.</p> <p>Sulgrave Manor trip</p> <p>Macbeth link – life in the time of Shakespeare</p>		The Highwayman (George III) Similarities and differences between different periods of time/ significant dates.			<p>The history of fairgrounds and how they have developed over time. Researching and learning about the great pioneers in fairground development.</p> <p>Isaac Newton</p>
Year 6			World War II	World War II	Ancient Greece	Ancient Greece

Assessment, Records and Monitoring

This will be in accordance with the school's assessment policy which is followed throughout the school.

- A whole school Progression in History document (see below) was implemented in Autumn 2020. This is used to enable teachers to ensure that learning builds on children's prior knowledge. This is also an assessment tool for teachers to measure each child's progress and to identify their next steps in order to plan and deliver appropriately challenging quality first teaching.
- The History Leader observes and monitors lessons regularly to ensure the quality of provision.

Whole School Progression of Skills

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological understanding	<ul style="list-style-type: none"> • Sequence events in their life. • Sequence 3 or 4 artefacts from distinctly different periods of time. • Match objects to people of different ages (Term 1) 	<ul style="list-style-type: none"> • Sequence artefacts closer together in time - check with reference book. • Sequence photographs etc. from different periods of their life. • Describe memories of key events in lives. 	<ul style="list-style-type: none"> • Place the time studied on a time line. • Use dates and terms related to the study unit and passing of time. • Sequence several events or artefacts 	<ul style="list-style-type: none"> • Place events from period studied on time line. • Use terms related to the period and begin to date events . • Understand more complex terms eg BC/AD. 	<ul style="list-style-type: none"> • Know and sequence key events of time studied. • Use relevant terms and period labels. • Make comparisons between different times in the past . 	<ul style="list-style-type: none"> • Place current study on time line in relation to other studies. • Use relevant dates and terms. • Sequence up to 10 events on a time line

Range and depth of historical knowledge	<ul style="list-style-type: none"> Recognise the difference between past and present in their own and others lives. They know and recount episodes from stories about the past . 	<ul style="list-style-type: none"> Recognise why people did things, why events happened and what happened as a result. Identify differences between ways of life at different times 	<ul style="list-style-type: none"> Find out about every day lives of people in time studied. Compare with our life today. Identify reasons for and results of people's actions. Understand why people may have wanted to do something 	<ul style="list-style-type: none"> Use evidence to reconstruct life in time studied. Identify key features and events of time studied. Look for links and effects in time studied. Offer a reasonable explanation for some events 	<ul style="list-style-type: none"> Study different aspects of different people - differences between men and women. Examine causes and results of great events and the impact on people . Compare life in early and late 'times' studied. Compare an aspect of life with the same aspect in another period. 	<ul style="list-style-type: none"> Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings. Compare beliefs and behaviour with another time studied. Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation. Know key dates, characters and events of time studied
Interpretations of history	<ul style="list-style-type: none"> Use stories to encourage children to distinguish between fact 	<ul style="list-style-type: none"> Compare 2 versions of a past event. Compare 	<ul style="list-style-type: none"> Identify and give reasons for different ways in which the past is 	<ul style="list-style-type: none"> Look at the evidence available. Begin to 	<ul style="list-style-type: none"> Compare accounts of events from different sources – 	<ul style="list-style-type: none"> Link sources and work out how conclusions were arrived

	<p>and fiction.</p> <ul style="list-style-type: none"> • Compare adults talking about the past – how reliable are their memories? 	<p>pictures or photographs of people or events in the past.</p> <ul style="list-style-type: none"> • Discuss reliability of photos/ accounts/stories 	<p>represented.</p> <ul style="list-style-type: none"> • Distinguish between different sources – compare different versions of the same story. • Look at representations of the period – museum, cartoons etc 	<p>evaluate the usefulness of different sources.</p> <ul style="list-style-type: none"> • Use text books and historical knowledge 	<p>fact or fiction.</p> <ul style="list-style-type: none"> • Offer some reasons for different versions of events 	<p>at.</p> <ul style="list-style-type: none"> • Consider ways of checking the accuracy of interpretations – fact or fiction and opinion. • Be aware that different evidence will lead to different conclusions.
Historical enquiry	<ul style="list-style-type: none"> • Find answers to simple questions about the past from sources of information e.g. artefacts, 	<ul style="list-style-type: none"> • Use a source – observe or handle sources to answer questions about the past on the basis of simple observations. 	<ul style="list-style-type: none"> • Use a range of sources to find out about a period. • Observe small details – artefacts, pictures. • Select and record information relevant to the study . • Begin to use the library and internet for research 	<ul style="list-style-type: none"> • Use evidence to build up a picture of a past event • Choose relevant material to present a picture of one aspect of life in time past. • Ask a variety of questions. • Use the library and internet for research 	<ul style="list-style-type: none"> • Begin to identify primary and secondary sources. • Use evidence to build up a picture of a past event. • Select relevant sections of information. • Use the library and internet for 	<ul style="list-style-type: none"> • Recognise primary and secondary sources. • Use a range of sources to find out about an aspect of time past. • Suggest omissions and the means of finding out. • Bring knowledge gathered from several sources

					research with increasing confidence	together in a fluent account. <ul style="list-style-type: none"> Confidently use the library and internet for research
Organisation and communication	Communicate their knowledge through: Discussion.... Drawing pictures... Drama/role play.. Making models..... Writing.. Using ICT...			<ul style="list-style-type: none"> Recall, select and organise historical information. Communicate their knowledge and understanding through a variety of mediums. 		<ul style="list-style-type: none"> Select and organise information to produce structured work, making appropriate use of dates and terms.

Arrangements for Review

This policy has been produced by the History Leader and agreed by staff and governors and is a reflection of the shared values of the staff. It will be implemented during the Autumn Term of 2020. It replaces the previous policy.

This policy will be reviewed in autumn 2022.

Dated policy reviewed: November 2020

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