



Gedney Church End and Lutton St Nicholas Federated Primary Schools

History Policy

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Introduction

Effective history teaching will help pupils within our federated schools to gain a coherent knowledge and understanding of Britain's past and that of the wider world. It is our duty to inspire curiosity and to ask relevant questions about the past. Teachers should equip pupils to think critically, weigh up evidence, synthesise arguments and develop perspective and judgement. Studying history will help 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 that face us all during the modern age in which we live.

Aims

Within our federation of schools, we aim to ensure that all pupils:

- Know and understand the history of the United Kingdom as a coherent chronological narrative from the earliest time to the present day, how people's lives have shaped the 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, continental and international history; between cultural, economic, military, political, religious and social history and short and long-term timescales

Subject Content – Key Stage 1

Pupils should:

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

In planning to ensure the progression described above through teaching about the people, events and changes outlined below, the teachers within our federation are often introducing pupils to historical periods that they will study more fully at Key Stages 2 and 3.

Pupils should be taught about:

- Changes within living memory that 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/or Florence Nightingale and Edith Cavell
- Significant historical events, people and places in their locality

Subject Content – 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
- Note connections, contrasts and trends over time and develop the appropriate use of historical terms

- Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance
- Construct informed responses that involve thoughtful selection and organisation of relevant historical information
- Understand how our knowledge of the past is constructed from a range of sources

In planning to ensure the progression described above through teaching British, local and world history outlined below, the teachers within our federation 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 for 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. Boudicca
- Romanisation of Britain including sites such as Caerwent and the impact of technology, culture and beliefs e.g. early Christianity

- Britain's settlement by Anglo-Saxons and Scots

Thus 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 including 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, the first king of England
- Further Viking invasions and Danegeld
- Anglo-Saxon laws and justice
- Edward the Confessor and his death on 1066

- A local history study

This could include:

- A depth study linked to one of the British areas of study listed above
- A study over time tracing how several aspects of 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

This could include:

- 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 Anglo-Saxons 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 civilisations including an overview of where and when the first civilisations appeared and a depth study of one of the following:

- Ancient Sumer
- The Indus Valley
- Ancient Egypt
- The Shang Dynasty
- Ancient China

- Ancient Greece including a study of Greek life and achievements and their influence on the western world

- A non-European society that provides contrasts with British history with one study chosen from:

- Early Islamic civilisation including a study of Baghdad c. AD 900
- Mayan civilisation c. AD 900
- Benin (West Africa) c. AD 900-1300

Teaching and Learning

A variety of teaching and learning styles are used in history lessons. Whole-class, group and individual teaching methods are used and combined with enquiry-based research activities. Children are encouraged to ask as well as answer historical questions. They are also offered the opportunity to use a variety of data, such as dates, durations, indices and economics, and are encouraged to use ICT in history lessons where this serves to enhance their learning. Children take part in role-play and discussions, and they present reports to the rest of their class. They engage in a wide variety of problem-solving activities. Wherever possible, we will involve the children in real historical activities, e.g. visits to places of interest or significance, historical artefacts or use of the internet to investigate an historical issue.

Staff recognise the fact that there are children of widely different abilities in all classes and seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We will achieve this by:

- setting common tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty, some children not completing all tasks;
- grouping children by ability and setting different tasks to each ability group;
- providing resources of different complexity according to the ability of the child;
- using teaching assistants to support the work of individual children or groups of children when possible.

Key Skills

As the National Curriculum Programmes of Study at both Key Stage 1 and 2 are detailed, the range of Key Skills that staff will seek to develop through the teaching of History will be more limited, consisting of the following:

Key Stage 1

Key Skill	How it is Developed through the Teaching of History
Chronological Understanding	Year 1
	<ul style="list-style-type: none"> ▪ Sequence events of 2 related objects in order ▪ Use words and phrases such as old, new, first, next, days and years ▪ Remember simple stories and memories about the past
	Year 2
	<ul style="list-style-type: none"> ▪ Recount changes in own life over

	<p>time</p> <ul style="list-style-type: none"> ▪ Put three people, events or objects in order using a given scale ▪ Use words and phrases such as recently, before, after, now and later ▪ Use past and present tense when telling others about an event
Knowledge and Understanding of past events, people and changes in the past	<p style="text-align: center;">Year 1</p> <ul style="list-style-type: none"> ▪ Tell the difference between past and present in own and other people's lives
	<p style="text-align: center;">Year 2</p> <ul style="list-style-type: none"> ▪ Use information to describe the past ▪ Use information to describe differences between then and now ▪ Recounts main events from a significant period or event in history ▪ Use evidence to explain why people in the past acted as they did
Historical Interpretation	<p style="text-align: center;">Year 1</p> <ul style="list-style-type: none"> ▪ Begin to identify and recount some details from the past using simple pictures and familiar stories
	<p style="text-align: center;">Year 2</p> <ul style="list-style-type: none"> ▪ Look at books, pictures, eye-witness accounts, photos, artefacts, buildings, visits and the internet ▪ Understands why some people in the past did things
Historical Enquiry	<p style="text-align: center;">Year 1</p> <ul style="list-style-type: none"> ▪ Find answers to simple questions about the past from pictures and stories
	<p style="text-align: center;">Year 2</p> <ul style="list-style-type: none"> ▪ Looks carefully at pictures or objects to find information about the past ▪ Ask and answer questions such as what was it like, what happened, how long ago ▪ Estimate the age of people using key features
Organisation and Communication	<p style="text-align: center;">Year 1</p> <ul style="list-style-type: none"> ▪ Show knowledge and

	understanding about the past in different ways e.g. role-play, drawing, writing and talking
	<p style="text-align: center;">Year 2</p> <ul style="list-style-type: none"> ▪ Describe objects, people and events ▪ Write own date of birth ▪ Write simple stories and recounts of key historical events ▪ Draw labelled diagrams and use them to tell others about people, objects and events from the past

Key Stage 2

Key Skill	How it is Developed through the Teaching of History
Chronological Understanding	<p style="text-align: center;">Year 3</p> <ul style="list-style-type: none"> ▪ Use timeline to place events in order ▪ Understand that a timeline can be divided into BC and AD ▪ Use words and phrases such as century and decade
	<p style="text-align: center;">Year 4</p> <ul style="list-style-type: none"> ▪ Use words and phrases such as BC, AD, after before and during ▪ Divide recent history into present, using 21st Century and the past using 19th and 20th Centuries ▪ Name and place dates of significant events from the past on a timeline
	<p style="text-align: center;">Year 5</p> <ul style="list-style-type: none"> ▪ Use timelines to place and sequence local, national and international events ▪ Sequence key historical periods ▪ Describe events using era-specific terminology e.g. Tudors, Stuarts, Victorians, Edwardians etc ▪ Identify changes within and across historical periods
	<p style="text-align: center;">Year 6</p> <ul style="list-style-type: none"> ▪ Use timelines to place events, periods and cultural movements from around the world ▪ Use timelines to demonstrate changes and developments in culture, technology, religion and

	<p>society</p> <ul style="list-style-type: none"> ▪ Use key periods as reference points e.g. BC, AD, Romans, Anglo-Saxons, Tudors, Stuarts, Georgians, Victorians and today ▪ Describe the main changes during a period of history such as social, religious, political, technological and cultural ▪ Name the date of significant events and place them correctly on a timeline
<p>Knowledge and Understanding of past events, people and changes in the past</p>	<p style="text-align: center;">Year 3</p> <ul style="list-style-type: none"> ▪ Use evidence to describe the past in terms of houses and settlements, culture and leisure activities, clothes, the way of life, actions of people, buildings and their uses, people's beliefs and attitudes, what was important to people during the era of their lives and differences between the lives of the rich and poor ▪ Use evidence to find out how and why the above may have changed during a specific historical period ▪ Describe key similarities and differences between people, events and objects ▪ Show change on a timeline
	<p style="text-align: center;">Year 4</p> <ul style="list-style-type: none"> ▪ Show knowledge and understanding by describing features of past societies and periods ▪ Identify some ideas, beliefs, attitudes and experiences of women, men and children from the past ▪ Give reasons why changes in houses, culture, leisure, clothes, buildings and their uses, significant artefacts, beliefs and attitudes may have occurred during a time period ▪ Describe how some of the past events/people affect life today
	<p style="text-align: center;">Year 5</p> <ul style="list-style-type: none"> ▪ Identify some social, cultural, religious and ethnic diversities of

	<p>societies studied in Britain and the wider-world</p> <ul style="list-style-type: none"> ▪ Identify causes and consequences of the main events, situations and changes in any historical period studied ▪ Identify changes and links within and across any historical period studied
	<p style="text-align: center;">Year 6</p> <ul style="list-style-type: none"> ▪ Choose reliable sources of factual evidence to describe houses and settlements, culture and leisure activities, clothes, way of life and actions of people, buildings and their uses, people’s beliefs, religion and attitudes, artefacts of significance and differences between the lives of the rich and poor ▪ Identify how any of the above may have changed during a given time period ▪ Give own reasons why changes may have occurred and back up with evidence ▪ Show identified changes on a timeline ▪ Describe similarities and differences between some people, events and objects studied ▪ Describe how some changes in history affect life today ▪ Make links between some features of past societies
Historical Interpretation	<p style="text-align: center;">Year 3</p> <ul style="list-style-type: none"> ▪ Look at 2 versions of the same event and identify differences in the respective accounts
	<p style="text-align: center;">Year 4</p> <ul style="list-style-type: none"> ▪ Give reasons why there may be different accounts from history
	<p style="text-align: center;">Year 5</p> <ul style="list-style-type: none"> ▪ Look at different versions and accounts of the same event and identify similarities and differences ▪ Give clear reasons why there may be different accounts from history ▪ Know that people both now and in

	<p>the past can represent events or ideas in ways that persuade others</p> <p>Year 6</p> <ul style="list-style-type: none"> ▪ Understand that the past has been represented in different ways ▪ Suggest accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways ▪ Know and understand that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history
<p>Historical Enquiry</p>	<p>Year 3</p> <ul style="list-style-type: none"> ▪ Use printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past ▪ Ask questions such as how did people, what did people, why did people etc ▪ Suggest sources of evidence to help answer historical questions
	<p>Year 4</p> <ul style="list-style-type: none"> ▪ Understand the difference between primary and secondary sources of evidence ▪ Use documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past ▪ Ask questions such as what was it like during, how does this compare to today etc. ▪ Suggest sources of evidence from a selection provided to help answer historical questions
	<p>Year 5</p> <ul style="list-style-type: none"> ▪ Use documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past ▪ Ask a range of searching questions about the past ▪ Choose reliable sources of evidence to answer questions ▪ Realise that there are often more than one answer to historical

	<p>questions</p> <p>Year 6</p> <ul style="list-style-type: none"> ▪ Identify and use different sources of information and key artefacts ▪ Evaluate the usefulness and accuracy of different sources of evidence ▪ Select the most appropriate source of evidence for a particular task ▪ Form own opinions about historical events from a range of sources
<p>Organisation and Communication</p>	<p>Year 3</p> <ul style="list-style-type: none"> ▪ Present findings about the past using speech, writing, ICT, drawings and diagrams ▪ Use dates and terms with increasing accuracy ▪ Discuss different ways of presenting information for a range of purposes
	<p>Year 4</p> <ul style="list-style-type: none"> ▪ Present findings about the past using speech, writing, mathematics (data handling), ICT, drama, drawings and diagrams ▪ Use dates and terms consistently and correctly ▪ Discuss the most appropriate way to present information with a good awareness of audience ▪ Use subject-specific language including monarch, settlement and invader
	<p>Year 5</p> <ul style="list-style-type: none"> ▪ Present structured and organised findings about the past using speech, writing, maths, ICT, drama, drawings and diagrams ▪ Use a wide variety of dates and terms consistently and correctly ▪ Choose the most appropriate way to present information with a good awareness of audience
	<p>Year 6</p> <ul style="list-style-type: none"> ▪ Present information in an organised and clearly structured manner ▪ Make use of different ways of presenting information

	<ul style="list-style-type: none"> ▪ Present information in the most appropriate manner using technical writing, tables, charts and labelled diagrams ▪ Make accurate and consistent use of dates, terms and appropriate technical vocabulary
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Curriculum Coverage and Planning

Long and medium planning will demonstrate coverage and progression of the National Curriculum key skills for History.

All teachers will be responsible for the planning and teaching of History and will use a variety of teaching methods.

Due to mixed-age classes, medium planning will be done in either a 2 year (Key Stage 1) or 4 year (Key Stage 2) rotation cycle. In this way we will ensure that the children have complete coverage of the National Curriculum but do not repeat topics.

Special Educational Needs

Teachers are best placed to judge whether the learning objectives meet the learning needs of individual children and to adapt these to provide appropriate opportunities for all children to succeed. Teaching activities will be adapted to ensure that children with special educational needs of all kinds may participate fully and demonstrate their achievements.

Assessment and Recording

Assessment will be based on a combination of teacher assessment and pupil self-assessment. Children will be assessed annually and this will be included in the annual report to parents. In all aspects of assessment, pupils' attainment will be compared to age-related expectations with three possible outcomes, as follows:

- **Emerging** towards age-related expectations
- **Expected** attainment within age-related expectations
- **Exceeding** age-related expectations

Celebration of Success

It is important that children's success in history is acknowledged and celebrated appropriately. This will be done through class discussions, displays and through presenting work to peers and parents in assembly.

Inclusion and Equal Opportunities

All pupils in the federation, regardless of ability, should have equal access to the History curriculum in-line with our Equal Opportunities Policy. All staff recognise the multicultural and multi-faith global community in which we all live therefore they

will experience History from many different cultures. We also recognise the contribution that History makes to the Unique British Values that all subjects will seek to promote (see below).

The Contribution of History to the Development of Unique British Values

In our federation, we recognise the duty placed on all schools to promote what are now known as Unique British Values. All subjects within the National Curriculum have the capacity to make a direct contribution to developing our pupils' understanding of what it means to be British in the 21st Century.

The Department for Education defines Unique British Values as follows:

1. Democracy: respect for democracy and support for participation in the democratic process
2. The Rule of Law: respect for the basis on which the law is made and applies in England
3. Individual Liberty: support and respect for the liberties of all within the law
4. Mutual Respect and Tolerance: support for equality of opportunity for all and respect and tolerance of different faiths, religious and other beliefs

The subject of History can contribute to the development of these values in the following ways:

- Focusing on the lives of significant British people from history
- Understanding how Britain has been influenced by other cultures and how we have also shaped the world
- Promoting tolerance and understanding of different cultures by learning from the conflicts of the past
- The exploration of sensitive issues whilst maintaining tolerance and respect for the views and beliefs of others
- Visits to places of historical significance including buildings, places and museums
- Helping pupils to understand the history of British culture and the important contribution made by different cultural groups both now and in the past
- Working co-operatively with others, sharing ideas and resources, peer assessment and encouraging support for each other
- Exploring controversial issues throughout history including conflict, oppression, human rights, equal opportunities, empire, the rule of law, democracy and what it means to belong
- How a variety of historical events over time have promoted a sense of belonging and shared identity within the local, regional, national, continental and international community

The Learning Environment

Stimulating learning environments will be created with children's work being celebrated through display where appropriate. It is recognised that History has very strong links with Literacy and much of the work that the children produce will reflect their literacy skills. It is also expected that the learning environment will serve to

educate children through the asking of questions, displays of artefacts and photographic records of work that have been completed and any visits to support their understanding.

Safe Practice

The Federation's History policy takes account of health and safety requirements. Health and Safety awareness forms an integral part of the pupils' learning. Pupils will be taught to recognise hazards and take appropriate action. In these instances, teaching staff will ensure that appropriate Risk Assessments have been developed and incorporated within their short and medium term planning. These will be subject to monitoring and scrutiny by a variety of agencies including in-house monitoring, the Educational Visits Co-ordinator (EVC) governor scrutiny, the Education Advisor, OfSTED and any other appropriate body.

Leadership and Management

Due to the size of the schools within our federation, it is not possible to have a named subject leader for History. To ensure appropriate and effective leadership and management, all of the staff will make a direct contribution through a rolling 2 year programme that will specifically focus on the following generic aspects of leadership and management:

- Staff Meeting 1: Planning, continuity, progression and standards
- Staff Meeting 2: Resourcing, cross-curricular links
- Staff Meeting 2: Action Planning for the next 2 years

The Head Teacher will be responsible for leading the staff as foundation subjects within the National Curriculum are effectively managed every 2 years. Paperwork will be delegated across the teaching staff team to ensure that all teachers have an opportunity to develop their knowledge and understanding of effective subject leadership.

Monitoring and Evaluation

The Head Teacher and wider teaching staff will monitor the implementation and effectiveness of the policy and curriculum planning. It is expected that significant assessment will take place informally during lessons through discussions and observations. Teaching staff will be asked to use their assessments to evaluate standards and the effectiveness of the associated schemes of work.

Signed by Head Teacher:

Ratified by Governors: October 2012

Updated: December 2015