

THE WILLOWS PRIMARY SCHOOL



HISTORY POLICY

Safeguarding Statement

The school is committed to safeguarding children and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Author: History Subject Leader

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Signed :

Intent

The study of history concerns events, actions and peoples of past societies and developing an understanding of the relationship between these aspects of the past and children's lives today.

As a result of our history curriculum, learners will gain knowledge of a variety of times, including ancient, modern, recent and living history. They will know about significant events in specific periods and places. Learners will develop an understanding of world history and the interconnectedness of the past. They will develop an understanding of and empathy for people of the past through engaging with different perspectives and points of view accessed through a variety of sources.

Children are given opportunities to develop key skills of critical analysis, including identifying bias within a broad range of primary and secondary sources as these are essential to becoming a historian.

As learners move from KS1 through KS2, the increasing depth of knowledge is gained through opportunities to develop their understanding about the causes, actions and outcomes of events and situations that relate to the knowledge being studied.

Teaching and learning in history is enriched by our focus on international learning. We draw on a broad range of historical sources, stimuli and resources to promote engagement with home and host countries' traditions and cultures.

Our history curriculum is also enriched by a range of trips and visits. School trips and visits allow pupils to encounter experiences that are unavailable in the classroom. They can help pupils to develop their historical understanding within a growing awareness and knowledge of the past.

Our aspiration is that children are inspired to be curious about a range of historical people, events and time periods in order to develop their knowledge of the past both in and out of school.

To be successful, learners must:

- Develop their knowledge of a range of different historical figures, events and time periods
- Use a range of historical sources to find out information about the past
- Identify similarities and differences between their lives and those of people in the past
- Develop their sense of chronology and understanding of the past
- Communicate their understanding and interpretation of the past using appropriate vocabulary and subject-specific terminology
- Connect learning within different aspects of history and between history and other subjects (e.g. international learning and geography)

Implementation

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| EYFS Understanding the World Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension. | |
| Toddlers and young children will be learning to: <ul style="list-style-type: none"> • Make connections between the features of their family and other families • Notice differences between people | 3 and 4-year-olds will be learning to: <ul style="list-style-type: none"> • Begin to make sense of their own life-story and family’s history |
| Children in reception will be learning to: <ul style="list-style-type: none"> • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. | |

| | Autumn | Spring | Summer |
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| Y1 | | In History, we’ll be learning about: <ul style="list-style-type: none"> • What journeys were like in the past by interviewing an elderly member of the community • Interviews and eyewitness accounts as a primary historical source • Timelines that show when different types of transport were invented | |
| Trips/Visits | Local Area - Greenham Common | Milestones Museum | |
| Y2 | In History, we’ll be learning about: <ul style="list-style-type: none"> • Using a living graph to explore how a person from history might have been feeling • The life of a famous explorer using maps and role play • Comparing the lives of two different explorers • The difficult decisions that rulers had to make in the past • The achievements of important scientists and inventors • Spoken and written communication technologies that have developed over time • What life was like at different times in the past | In History, we’ll be learning about: <ul style="list-style-type: none"> • Features of buildings in the past compared to today • Changes to building materials • Differences between old and modern buildings in the local area | In History, we’ll be learning about: <ul style="list-style-type: none"> • The holidays that we have been on • The evolution of luggage over time • Differences between holidays in the past and holidays today |
| Trips/Visits | Mad Hatter’s Tea Party | Newbury Town Centre | Christchurch Beach |

| | Autumn | Spring | Summer |
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| Y3 | <p>In History, we'll be learning about:</p> <ul style="list-style-type: none"> How fossils are formed and what we can learn from them How our earliest ancestors might have lived The migration of early humans How we can learn about the past by investigating a Stone Age village What life was like during the Bronze Age and Iron Ages. | <p>In History, we'll be learning about:</p> <ul style="list-style-type: none"> What life was like in Ancient Egypt and Ancient Sumer How ancient civilisations used rivers How to use evidence from primary and secondary sources to find out about ancient civilisations Families in ancient times Ancient writing systems and why they were created Gods and goddesses The Pharaohs and Lugal that ruled Ancient Egypt and Sumer How the pyramids might have been built Ancient Egyptian and Sumer tombs and burial traditions Archaeologists and their famous discoveries. | |
| Trips/Visits | Butser Ancient Farm | Ashmolean Museum | Englefield Estate |
| Y4 | <p>In History, we'll be learning about: Pompeii and the eruption of Vesuvius in 79 AD.</p> | <p>In History, we'll be learning about:</p> <ul style="list-style-type: none"> Inventions that changed how we live How to use different sources to find out historical information Creating an invention timeline Reasons for and consequences of inventions | |
| Trips/Visits | Natural History Museum | Brooklands Air Museum | The Living Rainforest |
| Y5 | <p>In History, we'll be finding out:</p> <ul style="list-style-type: none"> The chronology of the Space Race About what people in the past used to think about Mars About the evidence to prove and disprove intelligent life on Mars | <p>In History, we'll be finding out:</p> <ul style="list-style-type: none"> About the Greek city-states of Athens and Sparta How people voted in Athens and Sparta How the Persian War brought the Greek city-states together What the Parthenon can tell us about Athenian life How to perform our own Greek play About the life Alexander the Great and what he achieved Why Rome had a republic and then an emperor What daily life was like in Ancient Rome What happened when the Romans invaded another country Why the Roman Empire declined What happened when the Anglo-Saxons invaded and settled in Britain About the Viking invasion of Britain About the life and legacy of Alfred the Great How to use archaeological evidence to find out about the past About the history of Britain, from the Roman occupation to the Norman Conquest | <p>In History, we'll be finding out:</p> <ul style="list-style-type: none"> About the importance of the River Nile in every aspect of life in Ancient Egypt |
| Trips/Visits | Winchester Science Museum | Reading Museum – Bayeux Tapestry | Rivers & Rowing Museum |

| | Autumn | Spring | Summer |
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| Y6 | In History, we'll be finding out: <ul style="list-style-type: none"> About the history of our local area About the history of two settlements from the host and home countries How to use evidence to research and record history How to create a settlements museum | In History, we'll be finding out: <ul style="list-style-type: none"> About the origins of democracy How and why empires have been established About a historical campaign or revolution for change | |
| Trips/Visits | British Museum | Houses of Parliament/Local Council Chambers | Kew Gardens |

Time and Organisation

History is taught as part of the International Primary Curriculum and the learning goals for this subject are integrated into the termly topics. Pupils are taught in groups and as a class, according to the nature of the learning task.

- KS1 pupils will follow the Milepost 1 learning goals
- LKS2 pupils will follow the Milepost 2 learning goals
- UKS2 pupils will follow the Milepost 3 learning goals

Special Needs and Classroom Support

Appropriate differentiated provision is planned by teachers to accommodate individual needs.

Pupils' Record of Their Work

Pupils' independent and group work can be recorded in a variety of ways relevant to the type and purpose of the activity. This includes the use of photos, IPADs and other media as well as recording work on paper in their IPC books.

Monitoring and Assessment

Pupils will be monitored both individually and in groups depending on the specific activities they will be undertaking. Assessment techniques used include observation, teacher assessment of written work, practical tasks and discussion. Their knowledge, skills and understanding will be assessed and recorded against the IPC learning goals for this subject. This information will form part of the annual report to parents at the end of each academic year.

Resources

Each class has access to key resources such as maps, timelines and topic books relating to significant people, events and time periods being studied.

Outdoor Learning and Trips

Our history curriculum is enriched by a range of trips and visits. School trips and visits allow pupils to encounter experiences that are unavailable in the classroom. They can help pupils to develop their historical understanding within a growing awareness and knowledge of the past.



THE WILLOWS PRIMARY SCHOOL

SUBJECT LEADER Roles & Responsibilities

To monitor the subject and be able to comment on

- Standards throughout the school
- Progression of skills throughout the school

Gather evidence on the quality of provision within the subject through monitoring/evaluation

- Lesson observations/learning walks
- Work/book scrutiny
- Planning scrutiny
- Pupil/staff discussion

Monitoring activities must be agreed with HT before they take place and feedback from these activities should be discussed and agreed with HT before it is given to staff

To be able to identify the quality of provision in the subject

- Know the strengths and weaknesses of the subject
- Know the development priorities for the subject as detailed in the SDP
- Know how the SDP priorities for the subject are being addressed

To develop secure subject knowledge and keep up to date with developments in the subject from EYFS, through KS1 and across KS2

To audit and maintain subject specific resources so that the subject can be successfully delivered throughout the school

- Order replacement/new resources in liaison with HT

Report on your subject to the HT

- Verbally at meetings, when requested
- Through the end of year co-ordinator report

Co-ordinate Governor visits, when requested, following liaison with the HT

Maintain CPD of yourself and other staff with a focus on your subject area

- Feedback to other staff on CPD undertaken
- Lead staff meetings and plan INSET when requested

Maintain the subject policy for the school

- Review the policy as per the policy review schedule
- Liaise with staff in terms of reviewing the policy – amend/distribute the policy accordingly

To advise and assist staff with the teaching and learning of the subject

Maintain a Subject Leader file

In line with HT management of teacher workload, subject leaders should not request additional work from staff unless agreed by HT beforehand

Appendix 1 – National Curriculum Requirements for History

The national curriculum for history 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

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
- 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
- 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.

Pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age
- the Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- a local history study
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- 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

Appendix 2 – IPC Learning Goals for History

| Strand | Milepost 1 | Milepost 2 | Milepost 3 |
|---------------------------------------|--|--|---|
| Historians and their research methods | 1.01 Be able to formulate questions about objects from the past | 2.01 Be able to formulate questions about events from the past | 3.01 Be able to formulate questions related to different perspectives of the past |
| | 1.02 Understand that we are still collecting evidence about the past | 2.02 Understand that there are different accounts of the same event | 3.02 Understand why accounts of the same event may differ |
| | 1.03 Be able to select and record relevant information about the past | 2.03 Be able to select and record relevant information including multiple sources | 3.03 Be able to analyse the viewpoint and resulting bias in historical sources |
| | 1.04 Know that there are a variety of ways to learn about the past | 2.04 Know that historians study an artefact within its historical context | 3.04 Know how historians build inferences about the past based on evidence |
| Time and chronology | 1.05 Know about the significant events and dates of their own lives | 2.05 Know about the significant events, dates and features of past societies | 3.05 Know about the features of particular periods and societies |
| | 1.06 Know that how people talk about time is influenced by culture | 2.06 Know that there is a significant division in how we organise time called year zero | 3.06 Know that the same period or event can be labelled in more than one way |
| | 1.07 Be able to order events and objects chronologically | 2.07 Be able to organise events and societies chronologically | 3.07 Be able to classify and organise events and societies both chronologically and regionally |

| Strand | Milepost 1 | Milepost 2 | Milepost 3 |
|------------------|---|---|---|
| Cause and effect | 1.08 Be able to suggest reasons for change | 2.08 Be able to suggest reasons for particular events and changes | 3.08 Be able to infer reasons for historical events, situations and changes |
| | 1.09 Be able to identify results/ consequences of historical events | 2.09 Be able to describe results/ consequences of historical events, situations | 3.09 Be able to explain results/ consequences of historical events, situations |
| | 1.10 Know differences between their own lives and those of people from the past | 2.10 Know about similarities and differences between past and present lifestyles | 3.10 Know how ideas, beliefs and attitudes in the past influence the present |
| | 1.11 Understand that technological development is not a recent phenomenon | 2.11 Understand that there are still mysteries around how ancient civilisations used technology | 3.11 Understand ancient and modern technological developments and their impacts |
| | 1.12 Understand that events/situations have causes and effects | 2.12 Understand that multiple causes contribute to change | 3.12 Understand how multiple causes contribute to a change |

| Strand | Milepost 1 | Milepost 2 | Milepost 3 |
|------------------|---|---|---|
| Cause and effect | 1.13 Be able to associate causes and effects of change | 2.13 Be able to give an opinion on the most significant contributor to change | 3.13 Be able to identify the 'trigger' that led to change and development |
| | 1.14 Know that commemorative events may give insight into different nations | 2.14 Know the history of people and/or places they have a connection with | 3.14 Know how the history of one country may directly impact another |