



History Policy

Purpose of Study

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. 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.

Aims

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

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.

Opportunities for Personal, Social Health Education

- Promotes the understanding and thus respect of a variety of people and their societies.
- Contributes to moral understanding.
- Allows children to look at sources more critically, question their authenticity and appreciate that not all sources are factually accurate.
- Lives of famous people

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.

In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers 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 – where appropriate, these should be used to reveal aspects of change in national life

- events beyond living memory that are significant nationally or globally [for example, 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 [for example, 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 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.

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

Examples (non-statutory)

This could include:

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

Examples (non-statutory)

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, for example, 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

Examples (non-statutory)

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

Examples (non-statutory)

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

Examples (non-statutory)

- 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

Examples (non-statutory)

- 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, for example, 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

How is History taught throughout the school?

See Appendix 1- Medium Term Plans

Inclusion and Equal Opportunities

At our school we teach History to all children, whatever their ability. All children are provided with equal access to the History curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background. History forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our History teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected attainment outcomes. When pupils are working below the expected outcome within History, differentiated activities including considering the classroom organisation, teaching materials and teaching style is considered so that we can take some additional or different action to enable the child to learn more

effectively. This ensures that our teaching is matched to the children's needs.

Pupils on the Special Educational Needs register, including those on Health Care Plans, One Plans along with targeted pupils may have specific History related targets where a priority is appropriate.

Assessment & Reporting

We assess children's work in History by making informal judgements as we observe them during each History lesson. On completion of a piece of work, the teacher marks the work and comments as necessary, in line with the marking policy. At the end of a unit of work, the teacher makes a summary judgement about the work of each pupil if they are emerging, working at expected or exceeding the unit outcome. We use this as a basis for assessing the progress of the child at the end of the year. The History subject leader keeps samples of children's work in a portfolio. These demonstrate what the expected end of year outcomes are in History for each year group.

See Appendix 2 - Assessment Grids

Resources

The school is well resourced for the teaching of History. Where new units and programmes of study have been introduced with the new curriculum, budgets have been allocated to the subject leaders to resource these areas to support teaching and learning.

We do not follow any specific schemes for the teaching of History, however resources include materials from History.

Monitoring and Review

Monitoring of the standards of children's work and of the quality of teaching in History is the responsibility of the History subject leader. The

work of the History subject leader also involves supporting colleagues in the teaching of History, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.

Policy Review

This policy was written September 2014 by the History Subject Leader and Senior Management Team and will be reviewed every 3 years unless the need for review arises beforehand.

Appendix 1 Year 1

Subject	<u>Autumn</u>	<i>IDEAS</i>	<u>Spring</u>	<i>IDEAS</i>	<u>Summer</u>	<i>IDEAS</i>
	Topic: Animals and Me		Topic: Where we live		Topic: Fire and Ice	
History	Hi1/1.1 changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	-How the children have grown.	Hi1/1.3 significant historical events, people and places in their own locality.	A famous Chelmsfordian. - Links to the Chelmsford museum.		

Subject	<u>Autumn</u> Topic: Great Fire of London	<i>IDEAS</i>	<u>Spring</u> Topic: Living and growing	<i>IDEAS</i>	<u>Summer</u> Topic: Florence Nightingale	<i>IDEAS</i>
History	Hi1/1.2 events beyond living memory that are significant nationally or globally				Hi1/1.3 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	

Subject	<u>Autumn</u> Topic: Mountain/Volcanoes	<i>IDEAS</i>	<u>Spring</u> Topic: Romans	<i>IDEAS</i>	<u>Summer</u> Topic: Rainforests	<i>IDEAS</i>
History	<p>Hi2/1.1 Pre-Roman Britain</p> <p>Pupil should be taught about changes in Britain from the Stone Age to the Iron Age</p> <p><i>This could include:</i></p> <ul style="list-style-type: none"> a. <i>late Neolithic hunter-gatherers and early farmers, for example, Skara Brae</i> b. <i>Bronze Age religion, technology and travel, for example, Stonehenge</i> c. <i>Iron Age hill forts: tribal kingdoms, farming, art and culture</i> 	<p>2 week intro at end of term in preparation for Roman topic.</p>	<p>Roman Britain. Pupils should be taught about the Roman Empire and its impact on Britain. This could include Julius Caesar's invasion of Britain 55/54BC, The Roman Empire by AD42 and the power of its army. Successful invasion by Claudius and Conquest including Hadrian's Wall, British Resistance eg Boudicca, Romanisation of Britain, sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity.</p>			

Subject	<u>Autumn</u> Topic: Rivers	IDEAS	<u>Spring</u> Topic: Ancient Egypt	IDEAS	<u>Summer</u> Topic: A Musical adventure	IDEAS
History	<p>Hi2/1.3 Anglo-Saxons & Scots</p> <p>Pupil should be taught about Britain's settlement by Anglo-Saxons and Scots</p> <p><i>This could include:</i></p> <p><i>Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</i></p> <p><i>Scots invasions from Ireland to north Britain (now Scotland)</i></p> <p><i>AngloSaxon invasions, settlements and kingdoms: place names and village life</i></p> <p><i>Anglo-Saxon art and culture</i></p> <p><i>Christian conversion – Canterbury, Iona and Lindisfarne</i></p>		<p>Hi2/2.3 Ancient Civilizations</p> <p>Pupils should be taught about 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:</p> <ul style="list-style-type: none"> a. Ancient Sumer; b. The Indus Valley; c. Ancient Egypt; or d. The Shang Dynasty of Ancient China 			

Subject	<u>Autumn</u> Topic World War 1/2	IDEAS	<u>Spring</u> Topic: inventors, inventions ,explorers	IDEAS	<u>Summer</u> Topic: Ancient Greece	IDEAS
History	<p>Hi2/2.2 Extended chronological study</p> <p>Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p><i>For example:</i> <i>the changing power of monarchs using case studies such as John, Anne and Victoria</i></p> <p><i>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</i></p> <p><i>the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day</i></p> <p><i>a significant turning point in British history, for example, the first railways or the Battle of Britain</i></p>				<p>Hi2/2.4 Ancient Greece</p> <p>Pupils should be taught a study of Greek life and achievements and their influence on the western world</p>	

Subject	<u>Autumn</u> Topic: In the beginning	<i>IDEAS</i>	<u>Spring</u> Topic: Anglo-Saxons	<i>IDEAS</i>	<u>Summer</u> Topic:Field Exploration	<i>IDEAS</i>
History	Victorians	Famous Victorians linked to Evolution e.g. Darwin, Mary Anning etc.	Anglo –Saxons and Vikings Hi2/1.4 Anglo-Saxons & Vikings Pupil should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor <i>Viking raids and invasion</i> <i>resistance by Alfred the Great and Athelstan, first king of England</i> <i>further Viking invasions and Danegeld</i> <i>Anglo-Saxon laws and justice</i> <i>Edward the Confessor and his death in 1066</i>		Local history Hi2/2.1 Local History Pupils should be taught about an aspect of local history <i>a depth study linked to one of the British areas of study listed above</i> <i>a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)</i> <i>a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</i>	Own project on local area

