

Newdale Primary School and Nursery



History Policy 2017

Next Review March 2019

1. Aims and objectives

At Newdale Primary School and Nursery, the aim of history teaching is to stimulate the children's interest and develop their understanding about the past, both in Britain and the wider world. Pupils consider how the past influences the present, what past societies were like, and how beliefs and cultures influenced people's actions. Such studies should help the children to understand more about themselves as individuals and members of society.

The objectives of teaching history in our school are:

- 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' – **SMSC LINK**
- 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.

2. Teaching and Learning

At Newdale Primary School and Nursery, we use a skills-based curriculum which enables a more creative, cross-curricular approach. As of Autumn 2014 we have also changed our history curriculum to meet the requirements of the new National Curriculum.

Learning style:-

History teaching focuses on enabling children to think as historians. We recognise the importance of examining historical artefacts and primary sources, this is why the skills based history appears on our schools **vital few** (see **appendix one** for action plan). In each key stage we give children the opportunity to visit sites of historical significance, regarding this as an important way of stimulating interest in the past. We encourage visitors to come into school to deliver workshops or share expertise of a particular area. We recognise and value the importance of stories in history teaching. We focus on helping children understand that historical events can be

interpreted in different ways, and that they should always ask searching questions, such as “How do we know? How can I find out? What does this mean?”, about information they are given.

2.1 The Foundation Stage

We teach history in reception classes as an integral part of the topic work covered during the year. We relate historical aspects of the children’s work to the Early Years Goals set out in the Early Years Foundation Stage which underpin the curriculum for children 0 to 5.

History makes a significant contribution to the development of each child’s Knowledge and Understanding of the World under the heading ‘Time’. We provide activities such as examining photos of themselves at birth and looking for change over time, using stories that introduce a sense of time and people from the past, comparing artefacts from different times e.g. teddies, and making the most of opportunities to value children’s histories from their own and other cultures. See **Appendix 2 and 3** for history coverage and skills guide.

2.2 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. See **Appendix 2 and 3** for history coverage and skills guide.

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.

2.3 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. See **Appendix 2 and 3** for history coverage and skills guide.

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*
- *208*
- *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 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.

3. Cross Curricular Opportunity

3.1 English

History contributes to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. We ensure that some of the stories read to the children in both Key Stages are historically based. In Key Stage 2 this will include full length novels (e.g. "The Roman Mysteries" series of novels) and in Key Stage 1, shorter stories. Some of the texts that we use in our English sessions are also historical in nature and we take the opportunity of combining history and literacy when appropriate in writing tasks e.g. when studying letter writing, we recently wrote a letter home from a Roman soldier serving on Hadrian's Wall.

3.2 Mathematics

The teaching of history in our school contributes to children's mathematical understanding in a variety of ways. Children learn to use numbers when developing a sense of chronology through activities such as creating time –lines and through sequencing events in their own lives. They also study different number systems from past cultures e.g Roman numerals.

3.3 PSHE

History contributes to the teaching of PSHE. Debate and discussion are a valued means of teaching and learning. We help children to develop their knowledge and understanding of different cultures, so that they learn to avoid stereotyping other people, and acquire a positive attitude towards others.

3.4 SMSC development

In our teaching of history at Newdale Primary School and Nursery we contribute, where possible, to the children's spiritual development. History contributes to the children's appreciation of what is right and wrong by raising many moral questions (e.g. the treatment of poor young children in Victorian times). See **Appendix 4** for further information.

3.4 ICT

Information and communication technology enhances our teaching of history wherever appropriate. This meets the statutory requirement for children to use ICT as part of their history work in Key Stage 2. Children use ICT to enhance their skills at presenting information through PowerPoint and in presenting written work with illustrations. They research information through the Internet and libraries of digital images.

4. History and Inclusion

4.1 At Newdale Primary School and Nursery we teach history to all children, whatever their ability and individual needs. History implements the school curriculum policy of providing a broad and balanced education to all children. Through our history teaching we provide learning opportunities that match the needs of children with learning difficulties, and we take into account the targets set for individual children in their Individual Education Plans. We endeavour to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this. For further details see separate policies: Special Educational Needs; Disability Non-Discrimination and Access; Gifted and Talented; English as an Additional Language (EAL).

4.2 We enable all pupils to have access to the full range of activities involved in learning history. Where children are to participate in activities outside the classroom, such as a visit to a museum or historical site, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

5. Assessment for learning

5.1 Children demonstrate their ability in history in a variety of different ways. Younger children might, for example, dress up in costumes from different historical periods or act out a famous historical event, whilst older pupils might produce a PowerPoint presentation based on their investigations of famous Explorers. Teachers will assess children's work by making informal judgements during lessons. On completion of a piece of work, the teacher assesses the work and uses this information to plan future learning. Written or verbal feedback is given to the child to help guide his or her progress. Older children are encouraged to make judgements about how they can improve their own work.

5.2 We assess work in history by making informal judgements as we observe the children during lessons. Once the children complete a piece of work, we mark and comment as necessary.

Once they complete a whole unit of work, we make a summary judgement of the work of each pupil in relation to the New National Curriculum and these are passed to the Subject leader. These are completed in the 4 key areas of learning (Chronology, world history, investigate and interpret and communicate historically), this is then averaged out to give an ARE +/- . We use these to plan future work with that pupil, to provide the basis for assessing the progress of the child, and to pass information on to the next teacher at the end of the year.

5.3 The subject leader keeps samples of the children's work in a portfolio which shows the expected level of achievement in history in each year of the school.

6 Resources

The use of evidence is vital to enable us to know what really happened in the past, from books, documents, buildings, landscapes, archaeological remains, reminiscence of older people, internet, pictures, photos and film- some sources might be more helpful and reliable than others.

We have adequate resources in our school with support from the internet, however, the change to a new curriculum has led to new subject areas, which will need to be resourced further. We keep resources relating to specific topics within classes and in the library we have a small supply of history topic books. We are currently updating and sourcing new resources.

7 Monitoring and review

The history coordinator, alongside the head teacher are responsible for monitoring the standard of the children's work and the quality of teaching in history. The nominated teacher is also responsible for supporting colleagues in their teaching, for being informed about current developments in the subject, and for providing a lead and direction for history in the school. Release time is allocated when requested via the termly Learning Team action plan.

APPENDIX I –

History action plan

Subject: History

Date: 04.07.16

Date reviewed: July 2017

By: HW

Successes					
History related trips (see separate list and pictures)					
Cross-curricular writing (literacy and topic books)					
History policy wrote, showing clear expectations across the year group					
Assessment sheets devised and completed across each year group to show ARE, ARE - , ARE +					
Issue	Action	Monitoring Evaluation	Responsibility	Impact on pupil learning / Success Criteria	Timescale
History Resource	Order relevant resources for each year group (ask staff for a list of what they feel they need). This isn't just books but actual artefacts etc. for them to use.	Evidence of books and resources been used in lessons. Trips also have evidence of historical basis (links to last years action plan)	History co-ordinator and teaching staff	Better balance of historical skills, knowledge and understanding. Children are enthusiastic about the subject and therefore this impacts on the quality of their historical writing and other areas of history. Trips equip children with a deeper knowledge of the historical area they are covering.	Autumn 2016 Trips – ongoing throughout 2016 - 17
Cross-Curricular links in all areas	Ensure teachers make links to other areas of the curriculum where possible	Evidence in all books including topic, art, literacy and maths Writing link clear in literacy book (links to last years action plan)	History co-ordinator and teaching staff	Better balance of historical skills, knowledge and understanding. Children are enthusiastic about the subject and therefore this impacts on the quality of their historical writing and other areas of history. Raised expectations of writing standards across all subjects. Ensuring high quality writing taught through another subject. Non-negotiables to be applied throughout history.	Ongoing throughout 2016-17
CPD for staff	Book relevant	Share CPD at subsequent	History co-	Broader knowledge of the subject and in particular the	Ongoing and

training	course where there is staff need especially with regard to the new curriculum topics	staff meetings	ordinators / receiving staff member	curriculum expectations for staff and pupil outcomes. New/fresh ideas for the New Curriculum.	throughout 2016- 17
Monitoring history through book and planning trawl, evaluated and fed back to individual members of staff	Monitor of planning and books to ensure coverage	HW to be familiar with the units covered across all key stages.	History co-ordinator	Planning and books across all key stages monitored to ensure good standards of teaching that is cross curricular. Ensure historical skills coverage across both key stages- need good balance of skills and knowledge. Differentiated work to ensure access for all pupils to the curriculum. Ensure chn are progressing in the subject and identify area where they may be issues.	Mid 2016-17

APPENDIX 2-

History overview at Newdale

Year 1:	
FAMILY TREE: what was it like when parents were children, grandparents were chn etc., clothes and technology....use OAP pop in club.	
Great fire of London	
Year 2:	
Industrial Revolution – cover social aspect e.g. how it changed where we live & the world...KS2 will go far more in depth & you may wish to plan together to ensure progression.	
Thomas Telford / Steve Jobs	
Christopher Columbus / Neil Armstrong (living memory)	
Year 3:	
Stone age	http://www.history.org.uk/resources/primary_resources_202.html
Bronze age & Iron age	
Romans and impact of them	See Historical Association http://www.history.org.uk/resources/primary_resources_203.html http://www.history.org.uk/resources/primary_resources_176.html
Year 4:	
Britain's settlement by Anglo Saxons and scots	http://www.history.org.uk/resources/primary_resources_177.html
The achievements of the earliest civilisations....an in depth study of Ancient Egypt	http://www.history.org.uk/resources/primary_resources_176.html
Year 5:	
Viking and Anglo Saxon struggle for the kingdom of England to the time of Edward the confessor	http://www.history.org.uk/resources/primary_resources_177.html

A non-European society.....Mayan civilisation c.AD 900	http://www.history.org.uk/resources/primary_resource_7400_222.html
Year 6:	
Ancient Greece	http://www.history.org.uk/resources/primary_resources_176.html
Study of an aspect/ theme in British history post 1066.....	Crime and Punishment?
A significant turning point in British history....the Industrial revolution (compliments yr2 learning about Abraham Darby/ Thomas Telford)	Victorians?

APPENDIX 3 –

Progression in History

	KS1	KS2
<p>1. Chronology</p> <ul style="list-style-type: none"> • Simple sequencing e.g. pictures illustrating a story about the past. • Using a limited range of terms relating to the passing of time e.g. old, new. 	<ul style="list-style-type: none"> • Sequencing a number of events or objects on a simple time line. • Production of simple time lines which represent information in the correct chronological order. • Activities involving the use of terms relating to the passing of time: old, new, before, after, long ago, days of the week, months, years. 	<ul style="list-style-type: none"> • Placing pictures, artefacts and other sources in correct chronological sequence through the application of period knowledge. • Production of complex time lines that require description of changes through time. • Activities that require the correct use of historical terms relating to the passing of time: ancient, medieval, modern, BC, AD, century.
<p>2. Historical Knowledge and Understanding</p> <ul style="list-style-type: none"> • Listening to information from simple stories about the past. <p>Giving reasons for their own actions e.g. the child explaining why they did something.</p>	<ul style="list-style-type: none"> • Basic understanding of the way people in the past had different ideas from the people today. • Ability to identify or avoid simple anachronism when talking about a time in the past. • Emphasis on individual thoughts and motives. Assumption that any event or action is likely to have a single cause. • Description of cause or consequence in simple terms. • Identification of simple differences over time. 	<ul style="list-style-type: none"> • Understanding that people in past societies had a whole range of views. • Explanation of the links between the different features of past situations. • Describe the actions of people in distant and unfamiliar historical settings. • Emphasis on more general and impersonal causes. • Ability to explain the way events or actions have several linked causes and consequences

<ul style="list-style-type: none"> • Showing knowledge of change in their own life 	<ul style="list-style-type: none"> • Awareness of obvious contrasts between past and present. • Description of particular, concrete examples of change. 	<ul style="list-style-type: none"> • Description of cause and consequence with reference to abstract ideas such as short and long term. • Extended written descriptions of changes across periods of time. • Understanding that there is usually both change and continuity in any development through time. • Ability to describe change through the use of general, abstract terms such as gradual or rapid, important or unimportant, economic or religious.
<p>3. <u>Interpretations</u></p> <ul style="list-style-type: none"> • Seeing the past through a limited range of ways e.g. story, songs and pictures. 	<ul style="list-style-type: none"> • Viewing the past through a broad range of ways e.g. written accounts, artefacts, museums, TV programmes, plays. • Identifying differences between simple interpretations • Awareness that our knowledge of the past depends upon evidence • Ability to understand that there can be different versions of what happened in the past 	<ul style="list-style-type: none"> • Work on a wider variety of interpretations, such as history books, museum displays and historical novels. • Give reasons for differences between interpretations. • Ability to see how gaps in evidence can influence interpretations. • Comment on the accuracy of interpretations by work done on using their knowledge and understanding of the subject.

<p>4. <u>Historical Equity</u></p> <ul style="list-style-type: none"> Talking about a source <p>Working on questions set by the teacher</p>	<ul style="list-style-type: none"> Using sources of information to make statements about the past that go beyond simple observations Ability to identify differences in sources from different periods Understanding whether sources are useful Understanding the details found in an individual source 	<ul style="list-style-type: none"> Drawing together information from an increasing range of sources Ability to draw together information from sources about the complexity of life in a past period Identify why sources are useful for particular tasks Relating the details of sources to their background knowledge of a topic
<p>5. <u>Organisation and Communication</u></p> <ul style="list-style-type: none"> Responding to activities through talk, play and drawing 	<ul style="list-style-type: none"> Show their awareness and understanding orally, visually and in writing Work on a limited number of sources provided by the teacher Using a limited range of historical terms and dates in relation to the periods studied 	<ul style="list-style-type: none"> Producing structured answers, narratives and descriptions Identifying sources that are useful for specific enquiries Using a broader range of historical terms and dates accurately in relation to the periods studied

APPENDIX 4 –

SMSC within History

<p>Spiritual Development: (Sp)</p> <ul style="list-style-type: none"> ➤ To demonstrate an ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in. ➤ To show respect for different people's faiths, feelings and values. ➤ To demonstrate a sense of enjoyment and fascination in learning about themselves, others and the world around them. ➤ Use of imagination and creativity in their learning. ➤ Willingness to reflect on their experiences. <p>Moral Development: (M)</p> <ul style="list-style-type: none"> ➤ To demonstrate an ability to recognise the difference between right and wrong and apply this understanding in their own lives and, in doing so, respect civil and criminal law of England. ➤ To show an understanding of the consequences of their behaviour and actions. ➤ To show an interest in investigating and offering reasoning views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues. <p>Social Development: (So)</p> <ul style="list-style-type: none"> ➤ To use a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds. ➤ To show a willingness to participate in a variety of communities and social settings, including volunteering, co-operating well with others and being able to resolve conflicts effectively. ➤ To demonstrate acceptance and engagement with the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. Children to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in Modern Britain. <p>Cultural Development: (C)</p> <ul style="list-style-type: none"> ➤ To understand and appreciate a range of cultural influences that have shaped their own heritage and that of others. ➤ To understand and appreciate a range of different cultures within school and within their community and the wider world to prepare them for life in modern Britain. ➤ To have a knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain. ➤ To show willingness to participate in and respond positively to artistic, sporting and cultural opportunities. ➤ To show interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities. 	
Reception	<ul style="list-style-type: none"> ➤ Prehistoric History: Dinosaurs. (Sp) (C) ➤ Ourselves: Family History. (Sp) (So) (M) (C)
Year 1	<ul style="list-style-type: none"> ➤ Children will be learning about their family tree. They will learn about what is important to them and their families. (Sp) (So) (M) (C) ➤ They will learn about how they have grown and changed since they were babies and also what they will be able to do as they get older. (Sp) (So) (M) (C)
Year 2	<ul style="list-style-type: none"> ➤ Autumn Term-No history due to double Geography

Year 3	<ul style="list-style-type: none"> ➤ Children will learn about the period of time from The Stone Age through to the Iron Age and will consider how things would be different if the course of events had been different. So C ➤ Explore how the environment has been historically changed through the different epochs. ➤ Stone Age to Iron Age enables children to understand and appreciate how the development of cultural influences have shaped their own heritage and that of others. ➤ Children will discuss how groups and communities organised themselves during The Stone Age, Bronze Age and Iron Age. C So
Year 4	<ul style="list-style-type: none"> ➤ Valley of the kings, specifically focussing on Tutankhamun Sp, C ➤ Social systems in Ancient Egypt compared to now So, C and M ➤ Jobs in Ancient Egypt M, C, So and Sp ➤ Making Papyrus paper compared to the way we make paper now C ➤ Uses of the River Nile and flooding of the Nile C, So, M
Year 5	<ul style="list-style-type: none"> ➤ During the USA topic, children will learn about significant landmarks and historical events. Cu ➤ The children will learn about important key figures in America's history and the social impact they had. So, Cu, M ➤ Children will examine Viking faiths, traditions and beliefs. M, Cu, So
Year 6	<ul style="list-style-type: none"> ➤ Crime and Punishment linked to Victorians – Moral development: difference between right and wrong, legal boundaries, civil and criminal law, consequences of behaviour and actions, investigating and offering reasoned views about moral and ethical issues, understand and appreciate views of others. Social development: Acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance. ➤ Cultural development: Appreciation of cultural influences that have shaped heritage and parliamentary system and central role in shaping values. ➤ Ancient Greeks - Spiritual development: Reflecting on own beliefs and those of others, enjoyment and fascination of learning, imagination and creativity. ➤ Moral development: Moral and ethical issue, Viewpoints of others. ➤ Social development: Working collaboratively and cooperating with others. ➤ Cultural development: Appreciation of cultural influences that have shaped heritage and parliamentary system and central role in shaping values, willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities. (linked to Olympics)