

# Newdale Primary School and Nursery



## History Policy 2019

Next Review March 2021

## 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, where children are able to make connections across their learning and use transferable skills.

### 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** 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** 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** 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 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 Citizenship

History contributes to the teaching of Citizenship. 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 3** for further information.

### 3.4 Computing

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 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 Curriculum Lead who will produce a SAD report and report back to Subject Leaders. 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.

## APPENDIX I –History action plan

Subject: History

2018 - 2019

By: A.Plimmer

<b>Successes</b>					
Poppy Rocks Project- £5,000 and invite to RBL festival October 2018. Greater uptake on visitors and trips in each class. AP attended three subject lead meetings.					
<b>Issue</b>	<b>Action</b>	<b>Monitoring Evaluation</b>	<b>Responsibility</b>	<b>Impact on pupil learning / Success Criteria</b>	<b>Timescale</b>
<b>Stronger links to Secondary Schools- Assemblies Workshops</b>	Subject lead to contact local secondary schools to see if staff/ pupils available to support with curriculum enrichment in both KS1 and KS2.	Subject lead email trails.	Subject lead	Pupils exposed to new opportunities- assemblies/ workshops.	Ongoing throughout the year
<b>More exciting/ refreshed resources</b>	Class teachers to approach subject lead for support with any topic they feel needs to be refreshed/ enriched.  Subject lead to	Subject led email threads.  Subject lead book trawls.  Staff voice?	Class Teachers  Subject lead	Pupils invigorated by new and exciting resources and refreshed staff keen to share exciting resources and planning materials.	Ongoing throughout the year.

	make use of Historical Association Membership/ coordinator meetings to network/ gain ideas.				
<b>Trips/ visitors making use of local area.</b>	<p>Class teachers to ensure trips or visitors reflect local area.</p> <p>Subject lea to make recommendations and suggestions following coordinators meetings having networked with other schools.</p>	<p>Subject lead folder.</p> <p>Subject led email threads.</p> <p>Subject lead book looks/ planning trawls</p> <p>Pupil voice.</p>	<p>Class Teachers</p> <p>Subject lead</p>	Pupils excited by trips/ visitors and able to link relevance to local area and articulate this.	Ongoing throughout the year.
<b>Historical links focus- ensure pupils are able to talk about skills they have used in different pupil</b>	Subject lead refresh staff in autumn term meeting on different historical skills.	<p>Subject lead book looks</p> <p>Pupil voice</p>	<p>Subject leads</p> <p>Class teachers</p>	<p>Pupils confident with different historical skills and which lessons they may use them for.</p> <p>Pupils able to articulate these skills in pupil voice scenarios with different staff including SIP Sally Noble.</p>	<p>Autumn term staff meeting</p> <p>Ongoing throughout year</p>

<b>voice scenarios.</b>	Class teachers to make it clear to pupils within session and clear to subject leads on LO slips (as we do with core lessons)				
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## APPENDIX 2- History overview at Newdale

Strand/Skills Progression				
Chronological Understanding (Historical Knowledge):		History Concepts:		Historical Enquiry:
<ul style="list-style-type: none"> <li>❖ Constructing the past</li> <li>❖ Sequencing the past</li> </ul>		<ul style="list-style-type: none"> <li>❖ Change and development</li> <li>❖ Cause and effect</li> <li>❖ Significance and interpretations.</li> </ul>		<ul style="list-style-type: none"> <li>❖ Planning and carrying out a historical enquiry</li> <li>❖ Using sources as evidence</li> </ul>
Year Group	Units	Chronological Understanding (Historical Knowledge)	History Concepts	Historical Enquiry
Nursery	<ul style="list-style-type: none"> <li>-Toys from the past</li> <li>-Christmas celebrations</li> <li>-Ourselves: Family History/ changes over time.</li> <li>-Talk about the days of the week and the changes that occur over time: Forest School Seasons.</li> <li>-Past holidays</li> </ul>	<ul style="list-style-type: none"> <li>- Can I retell a simple past event in correct order (e.g. went downslide, hurt finger).</li> <li>- Can I use time terms such as 'old' and 'new'?</li> </ul>	<ul style="list-style-type: none"> <li>- Can I show an understanding of growth, decay and changes over time?</li> <li>- Can I describe an event in my family e.g. a birthday?</li> </ul>	<ul style="list-style-type: none"> <li>-Can I comment and ask questions about aspects of my familiar world such as the place where I live or the natural world?</li> <li>- Can I describe what I see in a picture?</li> </ul>
Reception/ The Den	<ul style="list-style-type: none"> <li>-Ourselves: Family History.</li> <li>-Christmas in the past.</li> <li>-Traditional Tales</li> <li>- How things have changed over time (Toys, games etc).</li> <li>- Own families and how they have changed and grown up from</li> </ul>	<ul style="list-style-type: none"> <li>- Can I talk about past and present events in my own life and in the lives of family members?</li> <li>- Can I use time terms such as 'old, new, yesterday and tomorrow'?</li> </ul>	<ul style="list-style-type: none"> <li>- Can I make observations of animals and plants and explain why some things occur, and talk about changes?</li> <li>- Can I describe events in my family e.g. birthdays,</li> </ul>	<ul style="list-style-type: none"> <li>-Can I look closely at similarities, differences, patterns and change?</li> <li>- Can I make observations of animals and plants and explain why some things occur, and talk about changes?</li> </ul>

	<p>babies to age 4.</p> <ul style="list-style-type: none"> <li>- Dinosaurs- extinction, evolution</li> <li>-Days of the week and the changes that occur over time</li> </ul>		weddings?	- Can I spot old and new things in a picture?
1	<ul style="list-style-type: none"> <li>-Family tree: what was it like when parents were children, grandparents were chn etc, clothes, technology</li> <li>-Great fire of London</li> <li>-Guy Fawkes</li> <li>- George Stephenson (The Rocket)</li> </ul>	<ul style="list-style-type: none"> <li>- Can I put up to three objects in chronological order (recent history)?</li> <li>- Can I use words and phrases like: old, new and a long time ago?</li> <li>- Can I use a number of everyday time terms, such as 'now', 'then', 'yesterday', 'week', 'month', 'year', 'nowadays', 'old' and 'new'?</li> <li>- Can I tell others about things that happened when they were little?</li> <li>- Can I recognise that a story that is read to them may have happened a long time ago?</li> <li>- Can I understand that some objects belonged to the past?</li> <li>- Can I retell a familiar story set in the past?</li> <li>- Can I explain how they have changed since they were born?</li> </ul>	<ul style="list-style-type: none"> <li>-Can I appreciate that some famous people have helped our lives be better today?</li> <li>- Can I begin to identify the main differences between old and new objects?</li> <li>- Can I understand that we have a queen who rules us and that Britain has had a king or queen for many years?</li> <li>-Can I recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they did later?</li> <li>- Can I recognise that we celebrate certain events, because of what happened many years ago?</li> </ul>	<ul style="list-style-type: none"> <li>- Can I spot old and new things in a picture?</li> <li>- Can I answer questions using an artefact/ photograph provided?</li> <li>- Can I give a plausible explanation about what an object was used for in the past?</li> <li>- Can I find out more about a famous person from the past and carry out some research on him or her?</li> <li>- Can I plan and find information about an event in the past?</li> <li>- Can I select information independently from several different types of source including written, visual and oral sources and artefacts to answer historical questions?</li> </ul>

2	<ul style="list-style-type: none"> <li>- Industrial Revolution (Darby family, Thomas Telford)</li> <li>- Inspirational People: Steve Jobs/ Neil Armstrong/Tim Berners Lee, Stephen Hawkins (living memory)</li> <li>- Florence Nightingale (significant person)</li> </ul>	<ul style="list-style-type: none"> <li>- Can I use words and phrases like: before I was born, when I was younger?</li> <li>- Can I use phrases and words historical learning?</li> <li>- Can I understand securely and use a wider range of time terms. <i>E.g. Use some common words and phrases relating to the passage of time, such as 'nowadays', 'in the past', 'previously'?</i></li> <li>- Can I use the words past and present correctly?</li> <li>- Can I use a range of appropriate words and phrases to describe the past?</li> <li>- Can I sequence a set of events in chronological order and give reasons for their order?</li> </ul>	<ul style="list-style-type: none"> <li>-Can I explain how my local area was different in the past?</li> <li>- Can I recount some interesting facts from an historical event, such as where the fire of London started?</li> <li>-Can I explain why Britain has a special history by naming some famous events and some famous people?</li> <li>- Can I explain why someone in the past acted in the way they did?</li> </ul>	<ul style="list-style-type: none"> <li>-Can I answer questions using a range of artefacts/ photographs provided?</li> <li>- Can I answer questions by using a specific source, such as an information book?</li> <li>- Can I research the life of a famous Briton from the past using different resources to help them?</li> <li>- Can I research about a famous event that happens in Britain and why it has been happening for some time? Can I research the life of someone who used to live in their area using the Internet and other sources to find out about them?</li> </ul>
<p>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.</p>				
3	<ul style="list-style-type: none"> <li>-Stone age</li> <li>-Bronze age &amp; Iron age</li> <li>-Romans and Impact of them</li> </ul>	<ul style="list-style-type: none"> <li>-Can I describe events and periods using the words: BC, AD and decade?</li> <li>- Can I describe events from the past using dates when things happened?</li> <li>- Can I use a timeline within a specific</li> </ul>	<ul style="list-style-type: none"> <li>- Can I compare similarities and differences between present time and the period I am studying?</li> <li>-Can I appreciate that the</li> </ul>	<ul style="list-style-type: none"> <li>-Can I recognise the part that archaeologists have had in helping us understand more about what happened in the past?</li> </ul>

		<p>time in history to set out the order things may have happened?</p> <ul style="list-style-type: none"> <li>- Can I use my mathematical knowledge to work out how long ago events in recent and local history would have happened?</li> <li>- Can I summarise a key event?</li> </ul>	<p>early Brits would not have communicated as we do or have eaten as we do?</p> <ul style="list-style-type: none"> <li>- Can I begin to picture what life would have been like for the early settlers?</li> <li>- Can I suggest why certain events happened as they did in history?</li> <li>- Can I explain how events from the past have helped shape our lives?</li> </ul>	<ul style="list-style-type: none"> <li>- Can I use various sources of evidence to answer questions?</li> <li>- Can I use sources of information to help me learn about the past?</li> <li>- Can I use various sources of evidence to answer questions?</li> <li>- Can I research a specific event from the past to then write about?</li> <li>- Can I plan a small investigation on the life of an explorer, locate information from two or more different sources and collate this to produce a relevant response?</li> </ul>
4	<p>-Britain's settlement by Anglo Saxons</p> <p>-The achievements of the earliest civilisations....an in depth study of Ancient Egypt</p>	<ul style="list-style-type: none"> <li>-Can I describe events from the past using dates when things happened?</li> <li>- Can I describe events and periods using the words: ancient and century?</li> <li>-Can I use a timeline within a specific time in history to set out the order things may have happened?</li> <li>- Can I use my mathematical knowledge to work out how long ago events would have happened? Can I use my mathematical skills to round up time</li> </ul>	<ul style="list-style-type: none"> <li>- Can I identify reasons why different groups settled in the past?</li> <li>- Can I recognise that Britain has been invaded by several different groups over time?</li> <li>- Can I suggest why certain events happened as they did in history?</li> <li>-Can I suggest why certain people acted as they did in</li> </ul>	<ul style="list-style-type: none"> <li>-Can I recognise the part that archaeologists have had in helping us understand more about what happened in the past?</li> <li>- Can I use various sources to piece together information about a period in history?</li> <li>- Can I, through research, identify similarities and differences between given</li> </ul>

		<p>differences into centuries and decades?</p> <ul style="list-style-type: none"> <li>- Can I begin to recognise and quantify the different time periods that exists between different groups that invaded Britain?</li> </ul>	<p>history?</p> <ul style="list-style-type: none"> <li>-Can I explain how events from the past have helped shape our lives?</li> <li>-Can I begin to appreciate why Britain would have been an important country to have invaded and conquered?</li> <li>- Can I appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past?</li> </ul>	<p>periods in history?</p> <ul style="list-style-type: none"> <li>- Can I research two versions of an event and say how they differ?</li> </ul>
5	<p>-Viking and Anglo Saxon struggle for the kingdom of England to the time of Edward the confessor</p> <p>-A non-European society: Mayan civilisation AD 900</p>	<ul style="list-style-type: none"> <li>- Can I place periods of history on a timeline showing periods of time?</li> <li>- Can I use my mathematical skills to work exact time scales and differences as need be?</li> <li>- Can I use dates and historical language in my work?</li> <li>- Can I begin to build up a picture of what main events happened in Britain/ the world during different centuries?</li> <li>- Can I plot recent history on a timeline using centuries?</li> <li>- Can I use dates and historical language in my work? E.g. two centuries ago.</li> </ul>	<ul style="list-style-type: none"> <li>-Can I describe historical events from the different period/s they are studying/have studied?</li> <li>- Can I explain how and why the Vikings were such successful travellers a how important this was to their success?</li> <li>- Can I make comparisons between historical periods; explaining things that have changed and things which have stayed the same? (Viking settlement)</li> <li>- Can I begin to appreciate</li> </ul>	<ul style="list-style-type: none"> <li>- Can I independently select different sources of information to plan an enquiry bases on The Vikings and The Maya? (photos/artefacts/information books/internet).</li> <li>- Can I refer to different sources in my written and oral answers?</li> <li>-Can I appreciate how historical artefacts such as pots/weapons have helped us understand more about British lives in the present and past?</li> <li>- Can I give more than one</li> </ul>

			<p>that how we make decisions has been through a Parliament for some time?</p> <ul style="list-style-type: none"> <li>- Can I appreciate that significant events in history have helped shape the country we have today?</li> </ul> <p>Invasions/what have the Maya provided for us?</p> <ul style="list-style-type: none"> <li>- Can I gain a good understanding as to how crime and punishment have changes over the years? Maya rituals.</li> </ul>	<p>reason to support an historical argument based on The Vikings?</p> <ul style="list-style-type: none"> <li>- Can I give more than one reason to support an historical argument based on The Maya?</li> <li>- Can I communicate knowledge and understanding orally and in writing and offer points of view based upon what I have found out?</li> </ul>
6	<p>-Ancient Greece</p> <p>-Study of an aspect/ theme in British history post 1066.....World War Two</p> <p>A significant turning point in British history: the Victorians focus on Crime and Punishment</p>	<ul style="list-style-type: none"> <li>-Can I say where a period of history fits on a timeline?</li> <li>- Can I place a specific event on a timeline by decade?</li> <li>- Can I place features of historical events and people from past societies and periods in a chronological framework?</li> <li>- Can I appreciate that some ancient civilizations showed greater advancements than people who lived centuries after them?</li> </ul>	<ul style="list-style-type: none"> <li>- Can I summarise the main events from a specific period in history, explaining the order in which key events happened?</li> <li>- Can I summarise how Britain has had a major influence on world history?</li> <li>-Can I explain which period of Ancient Greek history was the most important, giving reasons for my choice?</li> <li>- Can I describe features of historical events and people from past societies and periods they have studied?</li> </ul>	<ul style="list-style-type: none"> <li>- Can I independently select different sources of information to plan an enquiry?</li> <li>- Can I evaluate the effectiveness of different sources (primary and secondary)?</li> <li>- Can I refer to different sources in my written and oral answers?</li> <li>-Can I identify and explain my understanding of propoganda?</li> <li>- Can I look at more than one version and say how the author may be attempting to persuade or give a specific</li> </ul>

			<ul style="list-style-type: none"> <li>- Can I recognise and describe differences and similarities/ changes and continuity between different periods of history?</li> </ul>	<ul style="list-style-type: none"> <li>viewpoint?</li> <li>- Can I describe a key event from evidence from different sources?</li> <li>- Can I communicate knowledge and understanding orally and in writing and offer points of view based upon what I have found out?</li> <li>- Can I evaluate the effectiveness of different sources?</li> </ul>
<p>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.</p>				

## APPENDIX 3 – SMSC within History

<p><b>Spiritual Development: (Sp)</b></p> <ul style="list-style-type: none"> <li>➤ To demonstrate an ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in.</li> <li>➤ To show respect for different people's faiths, feelings and values.</li> <li>➤ To demonstrate a sense of enjoyment and fascination in learning about themselves, others and the world around them.</li> <li>➤ Use of imagination and creativity in their learning.</li> <li>➤ Willingness to reflect on their experiences.</li> </ul> <p><b>Moral Development: (M)</b></p> <ul style="list-style-type: none"> <li>➤ 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.</li> <li>➤ To show an understanding of the consequences of their behaviour and actions.</li> <li>➤ 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.</li> </ul> <p><b>Social Development: (So)</b></p> <ul style="list-style-type: none"> <li>➤ To use a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds.</li> <li>➤ 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.</li> <li>➤ 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.</li> </ul> <p><b>Cultural Development: (C)</b></p> <ul style="list-style-type: none"> <li>➤ To understand and appreciate a range of cultural influences that have shaped their own heritage and that of others.</li> <li>➤ 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.</li> <li>➤ 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.</li> <li>➤ To show willingness to participate in and respond positively to artistic, sporting and cultural opportunities.</li> <li>➤ To show interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extend 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.</li> </ul>	
Reception	<ul style="list-style-type: none"> <li>➤ Prehistoric History: Dinosaurs. (Sp) (C)</li> <li>➤ Ourselves: Family History. ((Sp) (So) (M) (C))</li> </ul>
Year 1	<ul style="list-style-type: none"> <li>➤ Children will be learning about their family tree. They will learn about what is important to them and their families. (Sp) (So) (M) (C)</li> <li>➤ 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)</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>➤ Autumn Term-No history due to double Geography</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>➤ 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</li> <li>➤ Explore how the environment has been historically changed through the different epochs.</li> </ul>

	<ul style="list-style-type: none"> <li>➤ 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.</li> <li>➤ Children will discuss how groups and communities organised themselves during The Stone Age, Bronze Age and Iron Age. <b>C So</b></li> </ul>
Year 4	<ul style="list-style-type: none"> <li>➤ Valley of the kings, specifically focussing on Tutankhamun (<b>Sp, C</b>)</li> <li>➤ Social systems in Ancient Egypt compared to now (<b>So, C and M</b>)</li> <li>➤ Jobs in Ancient Egypt (<b>M, C, So and Sp</b>)</li> <li>➤ Making Papyrus paper compared to the way we make paper now (<b>C</b>)</li> <li>➤ Uses of the River Nile and flooding of the Nile (<b>C, So, M</b>)</li> </ul>
Year 5	<ul style="list-style-type: none"> <li>➤ During the USA topic, children will learn about significant landmarks and historical events. (<b>Cu</b>)</li> <li>➤ The children will learn about important key figures in America's history and the social impact they had. (<b>So, Cu, M</b>)</li> <li>➤ Children will examine Viking faiths, traditions and beliefs. (<b>M, Cu, So</b>)</li> </ul>
Year 6	<ul style="list-style-type: none"> <li>➤ Crime and Punishment linked to Victorians – <b>Moral</b> 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. <b>Social</b> development: Acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance. <b>Cultural</b> development: Appreciation of cultural influences that have shaped heritage and parliamentary system and central role in shaping values.</li> <li>➤ Ancient Greeks - <b>Spiritual</b> development: Reflecting on own beliefs and those of others, enjoyment and fascination of learning, imagination and creativity. <b>Moral</b> development: Moral and ethical issue, Viewpoints of others. <b>Social</b> development: Working collaboratively and cooperating with others. <b>Cultural</b> 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)</li> </ul>