



**Buckstones Community Primary School**

# **Policy for History**



**Written and agreed by staff: September 2022**

**Adopted by Governors: 20.9.22**

## PURPOSE

- To support the raising of standards in the subject across the school
- To provide teachers with a common understanding of how history is taught throughout school across the key phases
- To support consistency and entitlement to provision for all pupils in school
- To support teachers in delivery of new curriculum content

## GUIDELINES

- All children are entitled to access to the National Curriculum for History.
- Planning is in line with National Curriculum requirements for KS1 and KS2 curriculum and the Early Years Foundation Stage (EYFS). The new National Curriculum sets out the coverage of the History Curriculum.
- Any changes to the content of a unit of work should be recorded for discussion with the History co-ordinator.
- Resources for each unit are stored in the relevant year group or resource cupboard and children are taught to handle artefacts with respect.

## INTENT

In History, we aim to spark children's curiosity about the past. We aim to inspire them to develop an interest in and appreciation of human achievements and aspirations. Children will come to know that history is about real people who lived, and real events that happened in the past. Children will develop an awareness of people of other countries and will gain an understanding, tolerance and respect for traditions and culture both now and in the past. Children will develop a secure knowledge of chronology within which they can organise their understanding of the past. Children will explore methods of historical enquiry, they will ask perceptive questions, think critically and weigh evidence.

## IMPLEMENTATION

At Buckstones we use a variety of teaching and learning styles in History lessons.

Class	Unit
Rec.	1. Comment on images of familiar situations in the past. 2. Compare and contrast characters from stories, including figures from the past.
Year 1	1. History of Toys 2. How do we know about the Great Fire of London? 3. Rosa Parks and Annie Kenney

Year 2	1. Local history 2. What are we remembering on Remembrance Day? 3. Queen Victoria and Queen Elizabeth II
Year 3	1. Changes in Britain from Stone Age to Iron Age 2. Ancient Egypt
Year 4	1. Local history - How did transport change in Manchester during the Industrial Revolution? 2. Roman Empire 3. Britain's settlement by Anglo Saxons and Scots
Year 5	1. Viking and Anglo Saxon struggle for the Kingdom of England - time of Edward the Confessor 2. Non-European society Early Islamic civilization
Year 6	1. Battle of Britain 2. Ancient Greece

EYFS Curriculum History is taught in Reception as an integral part of the topic work through child-initiated and adult led activities. The children are given the opportunity to find out about past and present events in their own lives, and those of their families and other people they know. In the EYFS, history makes a significant contribution to developing a child's understanding of the world through activities such as looking at pictures of famous people in history or discovering the meaning of new and old in relation to their own lives. They will be supported to think about and talk about celebrations. Children will become aware of the changes in routine during different times of the day and different seasons of the year. Children will learn history through cross-curricular topics.

National Curriculum KS1 Children will 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

During Key Stage 1, pupils learn about people's lives and lifestyles. They find out about significant men, women, children and events from the recent and more distant past in Britain and the wider world. They will listen and respond to stories and use sources of information to help them ask and answer questions. They learn how the past is different from the present. In KS1, children will compare the past and the present. They will learn about specific events including The Great Fire of London and significant people like Rosa Parks and Annie Kenney. Children will find out about life in the past and compare it with life in Britain today. They will learn how primary sources, such as Samuel Pepys' diary, can provide evidence about the past. They will look at artefacts and consider whether they are from the present or the past, giving reasons for their opinions.

KS2 Children should be taught about:

- changes in Britain from the Stone Age to the Iron Age Y3
- the Roman Empire and its impact on Britain Y4
- Britain's settlement by Anglo-Saxons and Scots Y4
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Y5
- a local history study Y4
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Y6
  - the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt Y3
  - Ancient Greece - a study of Greek life and achievements and their influence on the western world Y6
- a non-European society that provides contrasts with British history - Buckstones has chosen early Islamic civilization, including a study of Baghdad c. AD 900 Y5

During Key Stage 2 pupils learn about significant people, events and places from both recent and more distant past. They learn about change and continuity in their own area, in Britain and in other parts of the world. They look at history in a variety of ways, for example from political, economic, technological and scientific, social, religious, cultural or aesthetic perspectives. They use different sources of information to help them investigate the past both in depth and in overview, using dates and historical vocabulary to describe events, people and developments. They also learn that the past can be represented and interpreted in different ways.

In KS2, children will learn about the history of Britain in chronological order from the Stone Age through to the Norman Invasion in 1066. Children will also study

other significant periods in British history including the development of transport, these may not follow the chronological order as they are linked to other topics. They will make comparisons between life during each period studied, noting similarities and differences between the present and the past.

Children will examine and discuss a wide range of evidence from historical sources including artefacts, written documents, recordings and testimony from living witnesses. They will find out about significant people and the work of famous historians. They will visit places of historical interest and take part in hands-on workshops. They will investigate local links to the periods studied.

### **IMPACT**

The children will know where their current period of study fits into the history timeline. Prior knowledge will feed into the next year group's historical understanding. Children will make links between current areas of study and their previous learning.

Overall impact will be demonstrated through the learning outcomes at the end of KS2. The children will:

- 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 SKILLS**

- To sequence objects and events in relation to other units taught in previous year groups in order to develop a sense of chronology
- Children need to be taught historical vocabulary, and have access to a range of sources of information both primary and secondary to support this
- Children need to be taught that the past can be interpreted in different ways, the reasons for this and possibilities of bias in historical interpretations
- Children need to be taught the characteristic features of particular periods including: ideas, beliefs and attitudes of people in the past, their experiences and the social, cultural, religious and ethnic diversity of the periods studied. They need to compare these with their own
- Children are encouraged to question their observations and their knowledge and understanding of the past

## **ICT**

The use of the interactive whiteboard, laptops, computers and iPads should support the learning of children in history lessons. ICT is an excellent tool for research and presenting research. Teachers need to exploit this and incorporate ICT into their history teaching whenever appropriate.

## **ROLES AND RESPONSIBILITIES**

Teachers:

- The teachers' responsibility is to plan, deliver and assess the curriculum in such a way as to meet the needs of all children in the class
- Teachers are responsible for the resources allocated to them and for informing the co-ordinator of shortages
- Teachers are responsible for supporting the work of the co-ordinator by providing samples of work relating to their class, to track progress and monitor coverage

Co-ordinator:

- Fulfilling the role in line with the job description
- Understanding key issues relating to their subject, nationally, locally and in school.

- Reporting to the Head and governors as required.
- Maintaining appropriate files.

### **ASSESSMENT, MODERATION AND MONITORING**

At Buckstones, assessment is an integral part of the teaching process. Assessment is used to inform planning. The assessment of children's work is on-going to ensure that understanding is being achieved and that progress is being made. Throughout the school teachers will assess whether children are working below, just below or working at expected based on their understanding and application of the content of the National Curriculum.

Progress and attainment is reported to parents through parents' evenings and end of year reports.

Feedback is given to the children as soon as possible, and marking work will be guided by the school's Marking Policy.

Monitoring and moderation takes place regularly through:

- Monitoring of planning
- Learning Walks
- Observations
- Scrutiny of Books/Work
- Moderation of work
- Discussions with Children/Pupil Voice Questionnaires
- Staff Meetings and Staff Audits
- Meetings/observations with the nominated governor