



HISTORY POLICY

This Policy was approved by Governors in:	March 2024
This Policy was shared with staff in:	March 2024
Implementation of this Policy will be monitored by:	SLT
Monitoring will take place:	Every two years
Policy Review Date:	February 2024
Date of next Review:	February 2026

PURPOSE OF THE POLICY

The purpose of this policy is to:

- Set out a framework for all teaching and non-teaching staff, giving guidance on planning, teaching and assessment
- Demonstrate adherence to the National Curriculum objectives and guidelines
- Provide clear information to parents and carers about what their children will be taught
- Allow the governing board to monitor the curriculum
- Provide Ofsted inspectors with evidence of curriculum planning and implementation

SUBJECT VISION

The aim of history teaching here at Poverest Primary is to stimulate and **inspire** the children's interest and understanding about the life of people who lived in the past. We **engage** children so that they are active learners and develop a sense of chronology and through this they **develop knowledge**, a sense of identity, and a cultural understanding based on their historical heritage. Thus, they learn to value their own and other people's cultures in modern multicultural Britain and by considering how people lived in the past, they are better able to make their own life choices today. In our school, through a **broad and balanced** curriculum, history makes a significant contribution to citizen education by teaching about the manner in which Britain developed as a democratic society. We teach children to understand how events in the past have influenced our life today; we also teach them to investigate these past events and by doing so, to develop the skills of enquiry, analysis, interpretation and problem-solving.

AIMS AND OUTCOMES

By the time children leave the school, they should:

- 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
- Be able to use 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
- Have 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

TEACHING AND LEARNING

History is taught through the Kapow Scheme of work. Lesson plans are based around the subject's long-term plan and resources available, with objectives adapted to suit the stage of development for the children in each class. The teaching of history might involve:

- Handling artefacts

- Looking at historical photographs
- Individual projects/research
- Role play
- Field trips
- External speakers

CURRICULUM OVERVIEW

Here at Poverest Primary School, children will follow the Kapow History Scheme of work that gradually develops learning, the outcome being the acquisition of knowledge and skills that enable each child to enquire, research and analyse. Children will have a coherent understanding of Britain's history, as well as that of the wider world, and the chronology that underpins both. Cross curricular links are made wherever possible so that children will know more, remember more and understand more.

PROGRAMMES OF STUDY

	Autumn term	Spring term	Summer term
EYFS	<p>Unit 1: Peek into the past: 5 activities with opportunities for the children to reflect on memories and experiences from their own past and comment on images of familiar situations in the past. Children will look for similarities and differences between photos, images and objects from the past and present day.</p> <p>Unit 2: Adventures through time: 5 activities with opportunities for the children to compare and contrast characters from various stories set in the past, including historical figures. Children will identify similarities and differences between characters, enhancing their understanding of the past.</p>		
Year 1	<p>How am I making history?</p> <p>Looking at personal chronology and finding out about the past within living memory, children examine photographs and ask questions. They begin to look at a simple timeline extending back to before they were born.</p>	<p>How have toys changed?</p> <p>Sequencing toys into a physical timeline, children investigate artefacts from the past and begin to pose questions. They learn how teddy bears have changed and 'interview' an old teddy bear before considering what toys may be like in the future.</p>	<p>How have explorers changed the world?</p> <p>Finding out about events and people beyond living memory, children focus on explorers and what makes them significant. They create a timeline and investigate which parts of the world were explored, before comparing exploration in the past with exploration today. Finally, they discuss ways in which these significant people could be remembered.</p>
Year 2	<p>How was school different in the past?</p> <p>Finding out that schools have been in the locality for a long time but they have not always been the same. Children look for similarities</p>	<p>How did we learn to fly?</p> <p>Developing their knowledge of events beyond living memory, reinforcing their chronological understanding by looking at significant events in the</p>	<p>What is a monarch?</p> <p>(6 lessons) Finding out the role of a monarch, children compare the monarchy today with the monarchy in the past. Children investigate how William the Conqueror became King and learn</p>

	and differences and use a range of sources enabling them to recognise some continuity between their lives and the past.	history of flight on a timeline. Learning about the individuals who contributed to the history of flight.	how he used castles to rule. They study different types of castles and consider how these evolved over time
Year 3	<p>British history 1: Would you prefer to live in the Stone Age, Iron Age or Bronze Age?</p> <p>Looking at the chronology of mankind from the Stone Age to today, children are introduced to Britain's story. Using archaeological evidence, children learn about the changes from the Stone to the Bronze Age and answer historical questions. Identifying the limitations of this type of evidence and reconstructing the life of the Amesbury Archer.</p>	<p>British history 2: Why did the Romans settle in Britain?</p> <p>Developing their chronological awareness of AD and BC, children investigate why the Romans invaded Britain and how the Celts reacted to the invasion. They learn how the Romans changed the way people lived their lives and how archaeological evidence is used to reconstruct the lives of the Romans. Comparing Roman life to today, children learn how the Romans still influence lives today.</p>	<p>What did the ancient Egyptians believe?</p> <p>Developing awareness of how historians learn about the past using mummies, the Book of the Dead and pyramids, children learn the place of the ancient Egyptians in time. Children learn about the importance of religion in the ancient Egyptians' lives and consider how this is evident in pyramids, worship and mummification. They learn how the ancient Egyptians explained the existence of the world using their creation story.</p>
Year 4	<p>How have children's lives changed?</p> <p>Investigating the changes in children's lives through time, children learn how spare time, children's health and work have changed. They explore the most crucial change - work - in more detail, learning about a day in the life of a working child before learning about the significance of Lord Shaftesbury and his impact on schools and working conditions.</p>	<p>British history 3: How hard was it to invade and settle in Britain?</p> <p>Developing their understanding of why people invade and settle, children learn about the Anglo-Saxon invasion and Viking raids. They learn about Anglo-Saxon beliefs and how christianity spread. They investigate Anglo-Saxon settlements and investigate how the period of Anglo-Saxon rule came to end.</p>	<p>British history 4: Were the Vikings raiders, traders or settlers?</p> <p>Extending their understanding of different societies, children learn about the Vikings. They develop their chronological understanding and learn about the struggle for Britain between the Anglo-Saxons and Vikings. Using new types of sources and historical enquiry techniques, children investigate whether the Vikings were raiders, traders or settlers.</p>
Year 5	<p>British history 5: What was life like in Tudor England?</p> <p>Comparing Henry VIII and Elizabeth I, children learn about the changing nature of monarchy. They learn how both monarchs tried to control the public perception of themselves using portraits and royal progresses. Using Tudor</p>	<p>What did the Greeks ever do for us?</p> <p>Through investigating the city states of Athens and Sparta, children identify the similarities and differences between them. Using different sources of evidence, they learn about democracy and compare this to the ways in which other civilisations are</p>	<p>How did the Maya civilisation compare to the Anglo-Saxons?</p> <p>Extending their knowledge of civilisations, children compare and contrast the Maya to Britons at the time. They develop their chronological awareness of how the Maya fit into the timeline of mankind. Children learn about the achievements of the Maya and contrast to the experience of the Anglo-Saxons in Britain at this</p>

	inventories to investigate whether people were rich or poor, children learn about what life was like for people living in Tudor times.	governed. Considering the legacy of the ancient Greeks, children learn about the Olympic games, architecture, art and theatre	time. Deepening their understanding of the growth of empires, they also learn why the Maya Empire declined.
Year 6	<p>What does the Census tell us about our local area?</p> <p>Investigating local history during the Victorian period, children carry out an enquiry using the census, parish register, and factory records. They learn about the changes to the family over a period of time and suggest reasons for these changes, linking them to national events. Planning their own historical enquiry, they research a local family</p>	<p>British history 6: What was the impact of World War II on the people of Britain?</p> <p>Extending their chronological knowledge beyond 1066, children learn about how World War II changed British society. They learn about the different reasons why Britain went to war in 1939 and investigate the experiences of families during the Blitz. Using a range of sources which are new to them including video and photographs, children reconstruct the feelings of those living on the home front in World War II and consider how migrants helped the war effort.</p>	<p>Option 1: Unheard histories: Who should go on the £10 banknote? Investigating why historical figures are on banknotes, children learn about the criteria for historical significance. They participate in a tennis rally debate and create a video to explain why their historical figure was significant, before selecting a historical figure for the £10 note.</p> <p>Option 2: The Sikh Empire</p> <p>Using a wide range of sources, children learn about the development of the Sikh Empire under the leadership of Maharaja Ranjit Singh and consider the people and beliefs that influenced him. They develop their understanding of historical significance through studying his life. Children learn about the significance of Lahore as a trading hub and consider the lasting achievements of the Sikh Empire.</p>

ASSESSMENT AND RECORDING

Poverest Primary School uses assessment to enable staff to understand what children have learnt before, what they need to learn now and what they will learn next.

Formative assessment

Formative history assessment is ongoing and will be used to inform teachers in relation to their planning, lesson activities and differentiation.

Summative assessment

Summative assessment is completed at the end of each topic through the Kapow Quizzes.

At the end of each school year, children will be assessed within 1 of the following bands:

- Working Towards the curriculum
- Working at Expected
- Working at Greater depth

INCLUSION

Teachers set high expectations for all children in History. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able children
- Children with low prior attainment
- Children from disadvantaged backgrounds
- Children with special educational needs (SEN)
- Children with English as an additional language (EAL)

Teachers will plan lessons so children with SEN and/or disabilities can study history, wherever possible, and ensure that there are no barriers to every child achieving.

Teachers will also take account of the needs of children whose first language is not English. Lessons will be planned so that teaching opportunities help children to develop their English, and to support children to take part in history

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

LINKS TO OTHER POLICIES

This subject policy links to the following policies and procedures:

- Curriculum policy
- Assessment policy
- Feedback policy
- SEND policy