

Bitterne C of E Primary School



Policy for History

Headteacher
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Last review- October 2019

Next review – October 2021

Chairs of Governors

Amanda Humby on behalf of Bitterne CE Primary School

Purpose of the policy

The Nature of History at Primary School.

“A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain’s past and that of the wider world. It should inspire pupils’ curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.”

NC 2014 History Purpose of Study

Aims

“The national curriculum for history aims to ensure that all pupils:

- know and understand the **history of these islands as a coherent, chronological narrative** from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world.
- know and understand **significant aspects of the history of the wider world**: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.
- gain and deploy a historically grounded **understanding of abstract terms** such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’.
- **understand historical concepts** such as continuity and change, cause and consequence, similarity, difference and significance, and use them to **make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts**, including written narratives and analyses.
- **understand the methods of historical enquiry**, including how evidence is used rigorously to make historical claims, and **discern how and why contrasting arguments and interpretations of the past have been constructed**.
- **gain historical perspective by placing their growing knowledge into different contexts**, understanding the connections between local, regional, national and international history; between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-time term timescales.”

NC 2014 Aims

The History Curriculum

The National Curriculum 2014 sets out the programmes of study for each key stage. The specified time periods may be taught at any point during the relevant key stage and the more general subject content may be taught where appropriate through the specified units.

Planning for history

The planning for history should follow the National Curriculum programmes of study for each key stage.

History in Early Years

Although history is not taught as explicit subject in in the Early Years, children begin to develop their awareness of the past through the 'All about me' unit. In this unit of work, children learn more about their own lives and the lives of their families

Key Stage 1 History

In key stage 1, the National Curriculum requires children to develop their awareness of the past, identify similarities and differences between ways of life in different periods and understand some of the ways in which we find out about the past.

- **Year 1:** Changes in living memory (The history of our school); Nationally significant events beyond living memory (Guy Fawkes and the Gunpowder Plot); Similarities and differences between life then and now (Victorian Seaside Holidays)
- **Year 2:** The lives of significant individuals (Florence Nightingale and Mary Seacole/Edith Cavell); Significant historical events in our locality (The Titanic or Castles).

Key Stage 2 History

In key stage 2, the National Curriculum specifies areas of British, local and world history which should be studied either as overview or depth studies, and therefore specific units have been allocated to different year groups. These currently are:

- **Year 3:** Changes in Britain from the Stone Age to the Iron Age; the Roman Empire and its impact on Britain.
- **Year 4:** The achievements and the earliest civilisations, including an in depth study of Ancient Egypt; the Tudor Period and its significance in British History
- **Year 5:** Britain's settlement by Anglo Saxons and their struggle with Vikings for the Kingdom of England; Ancient Greece
- **Year 6:** A study of an aspect or theme in British history (Crime and Punishment through the ages); A non-European society that provides contrast with British history (Mayan Empire, 900-1300).

The planning should identify the development of both knowledge and skills in history. In planning this, teachers should refer to the 'progression of skills in history' (see appendix 1) which outlines the expected skills to be developed in each year group.

The planning for history should follow the agreed format across the school, showing the 'Learning Journey' over a unit with clear expected outcomes. The learning will be progressive and ensure the children are taught the skills, knowledge and understanding needed over the unit so that by the end of the unit good progress is evident. Barriers to learning should also be identified and teachers should plan ways to overcome these. The planning should not be over detailed or bureaucratic. The teacher must keep in mind that the planning is a working document that will change as the unit progresses as a result of assessment for learning. By the end of a unit, the planning will have annotations on it where barriers for individuals, groups or the whole class have

been identified and addressed. A clear focus on appropriate differentiation and challenge should be evident in the planning.

SLT and the history leader will monitor that the planning follows the agreed format but will not expect the audience for the planning to be anyone other than the teacher themselves. SLT and the history leader will however be looking at the impact of planning on the learning in a lesson or over time in the books.

All planning should dedicate appropriate time to children working in history for a sustained period of time for both teacher structured work and independent work. Over a unit of work there should be a good variety of learning activities to interest and engage students. These could include: sequencing and sorting; drama and role play; using source materials of various types (primary and secondary) including written sources, film clips, sound clips, pictures and photographs; taking part in visits to relevant historic sites/museums, undertaking suitably challenging site based work; posing historical questions, carrying out historical enquiries and communicating findings. The use of timelines to reinforce chronological understanding should be integrated into all unit planning. Opportunities for comparison should also be given with children making connections and drawing contrasts between the periods of time and societies they have studied.

Opportunities should be planned for children to record their findings in a variety of means. A written outcome is not expected from every history lesson as it is not always the most appropriate form of recording and writing can be a barrier to some children. If this is the case, teachers must plan how the learning will be recorded, and this could include drawings, photographs, videos or voice recordings of children.

Links across the curriculum

History should make clear links to other areas of the curriculum and teachers should reinforce their high expectations of reading, writing and maths in history lessons. Links should also be made, where appropriate, to other areas of the curriculum. For example, if children use maps in history then explicit links to geography should be made.

Links to English

Children should be introduced to key historical vocabulary in a progressive way across the school. The vocabulary should be modelled precisely by all staff and children should be expected to accurately use the vocabulary when speaking and in their written work.

When children are using reading skills for research, explicit links should be made to these skills.

Teachers must ensure that children are given opportunities to apply their historical knowledge and understanding to sustained pieces of writing. This could include diaries, letters, instructions, explanations or non-chronological reports. The writing should be of the same standard as the writing in English books. Please refer to the English policy for further information.

Links to maths

Children may encounter databases, data and graphs in their study of history. They should also frequently explore timelines. Please refer to the policy for maths for further information.

Assessment of History

Pre and post assessments

Children should complete a pre assessment at the beginning of every unit of history taught. This could consist of questions or picture-based tasks relating to the intended outcomes of the unit. The outcomes of the pre assessment should be recorded and used by the teacher to inform planning and differentiation. At the end of the unit of work, the same set of task should be completed by children as a post assessment, and the outcomes again recorded to allow the history leader to compare and evaluate progress. The outcomes of post assessments should be used by teachers when writing reports to parents at the end of the year. The use of pre and post assessments is also important in allowing children to assess their own progress following a unit of study.

Marking and feedback

History work should always be marked in accordance with the Feedback Policy. There should be evidence of verbal feedback, self/peer marking or a tick, tip and time given for talkback activities to respond to the marking. The tip should be the next step to improve the history work and should be linked to the learning intention and success criteria. Please see the Feedback Policy for further information.

Pupil views in history

The history leader will undertake pupil conferencing regularly to ask pupils about their progress, achievement and enjoyment of history. The history leader will then report to staff and governors on the children's perception of their learning in history.

Inclusion and History

All children should make good progress in each unit of history. This should be achieved by clear and appropriate support and challenge; the accurate use of on-going assessment; high-quality marking and feedback; and quality first teaching. Teachers should ensure that they appropriately support and challenge all pupils in lessons to ensure equal progress of all groups.

Leadership of History

The role of the History Leader

- Should have a clearly communicated and ambitious vision for history, securely based on accurate evaluation of the school's strengths and areas to develop.
- Should be relentless in ensuring that the history in the school follows this policy, which will result in greater consistency in the teaching and learning for history.
- Undertake regular monitoring activities for history (undertake learning walks, pupil conference, data analysis, work sample, planning scrutiny etc)

This policy will be reviewed every 2 years or sooner as appropriate.

Progression in History

| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|--|--------|--|--------|--|--------|
| Chronological understanding | | | | | | |
| Talk about past and present events in their own lives and in the lives of family members (ELG 13) | Know where the people and events they study fit within a chronological framework | | Begin to develop a chronologically secure knowledge and understanding of British, local and world history | | Continue to develop a chronologically secure knowledge and understanding of British, local and world history | |
| | | | Demonstrate chronological understanding for the periods currently studied and those previously studied | | Establishing clear narratives within and across the periods they study | |
| Historical terminology | | | | | | |
| | Use common words and phrases relating to the passing of time | | Develop the appropriate use of everyday historical terms | | Develop the appropriate use of historical terms | |
| | Use a wide vocabulary of everyday historical terms | | Develop historical vocabulary relating to specific areas of history | | | |
| Historical concepts | | | | | | |
| | Develop an awareness of the past | | Begin to construct historically valid questions relating to the key historical concepts; including change, similarity and difference | | Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance | |
| | Identify similarities and differences between ways of life in different periods | | Make links and simple connections between the ways of life and significant events in different periods | | Note connections, contrasts and trends over time | |

| Historical enquiry & interpretation | | | |
|---|--|--|--|
| Answer 'how' and 'why' questions about their experiences and in response to stories or events (ELG 2) | Ask and answer questions | Begin to construct historically valid questions relating to the key historical concepts; including change, similarity and difference | Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance |
| Listen to stories , accurately anticipating key events and respond to what they hear with relevant comments, questions or actions (ELG 1) | Choose and use parts of stories and other sources to show that they know and understand key features of events | Construct responses to historical questions that involve selection and organisation of historical information | Construct informed responses to questions that involve thoughtful selection and organisation of relevant historical information |
| | Understand some of the ways in which we find out about the past | Select and use a range of historical sources to find out about the past | Understand how our knowledge of the past is constructed from a range of sources |
| | Identify different ways in which the past is represented | Identify how the past can be represented in several different ways | |