



**E**veryone      **S**miles      **H**ere  
Esh Church of England (Aided) Primary School

# History Policy

April 2020



These Guidelines are adopted subject to the over-riding requirements of relevant legislation, of the school Trust Deed and to the legal responsibilities and powers of the Governing Body as employer, admissions authority and owner of the school.

## **Aims**

- To give pupils an awareness of the past and how the past can help fashion the present.
- To help children establish a sense of identity, community and family.
- To help children understand cultural roots and shared inheritance.
- To help a sense of chronology.
- To develop the ability to interpret and understand the past.
- To excite pupils and give them enthusiasm for the past.
- To help children empathise and explore the feelings of others.
- To enrich and help the teaching of other areas of the curriculum.
- To build children's independent enquiry skills through using a range of resources.

## **Organisation**

At Esh C of E (Aided) Primary School, we ensure that pupils cover the Key Skills required for the History Objectives taken from the National Curriculum. We feel that it is important that we constantly review our planning and adapt our topics to make them relevant and engaging for the children.

## **History Programme**

### **Foundation Stage**

History is taught through Knowledge and Understanding of the World. Children are encouraged to investigate and explore past and present events in their own lives and those of family members.

### **Key Stage 1**

Teaching history will help equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgment. History will help 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.

Pupils will 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 the chronological framework and identify similarities and differences between ways of life in different periods. They will 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.

Pupils will learn 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.

## Key Stage 2

Pupils will 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. Children will have the opportunity to use a range of materials and resources to enhance their learning and development within history. They will note connections, contrasts and trends over time and develop the appropriate use of historical terms. They will regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They will construct informed responses that involve thoughtful selection and organisation of relevant historical information. They will learn 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.

Pupils will learn 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*

The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt.

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 struggles 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

This could include:

- A depth study linked to one of the British areas of study listed above
- A study over time tracing how several aspects of 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.

This could include:

- The changing power of monarchs using case studies such as John, Anne and Victoria.
- 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 20<sup>th</sup> 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.

### **Teaching Strategies**

History should be taught using:

- A variety of teaching strategies to excite and engage all types of learners, including the Visual, Auditory and Kinaesthetic learner.

- A balance of imparting knowledge and independent research involving the use of the library and the internet.
- Whole class lessons, individual, paired and group work.
- Role play, hot seating and other drama activities.
- Cross-curricular activities.
- Visitors to school.
- Visits out of school.
- A range of suitable resources and materials.

History teaching should develop the following skills:

- An understanding of chronology.
- Knowledge and understanding of events, people and changes in the past.
- How history is interpreted.
- Different methods of enquiry.
- How ideas are organised and interpreted.
- Questioning skills.

### **Inclusion**

We provide equal opportunities by ensuring that:

- Tasks and resources are differentiated to ensure all abilities have access to the curriculum.
- Children's interests are followed to promote progressive learning.

### **Assessment, Recording and Reporting**

We assess children's learning in history by using formative assessment throughout each lesson to make informal judgements. On completion of a piece of work, teachers mark the activity and comment as necessary. At the end of a topic, the teacher makes a summary judgement about the work of each child, whether they are working towards, have met or are exceeding the skills and knowledge needed for the year group. We use this as a basis for assessing the progress of the child at the end of the year. Parents are made aware of their child's progress through parents evening and the annual written report. The school website and twitter is used to show examples of work and photographs of trips and visitors relevant to the topic being studied.

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