

Stoneferry Primary School



History Policy

Approved by governors: **Yes**

Next review: January **2023**

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History Policy

Introduction

History is the study of the past and how people have developed over a period of time. It develops the ability to understand events and to interpret developments that have taken place. It helps children to make sense of their surroundings, different cultures and the wider world.

History Intent

History at Stoneferry Primary is taught such that the children develop a breadth of historical knowledge encompassing local, national and international events and key historical figures/societies. This knowledge broadens as the children move through the school. and. Historical learning is not always taught chronologically, however, new periods of history are always referenced to existing knowledge from previous learning and over time a chronological order of all periods covered is developed.

Objectives, taken from the National Curriculum, are structured into six key areas of learning, which are consistent in each year group across the school. These include:

- **Being a Historian**
- **Historical Content KS1**
- **Historical Content (Britain)**
- **Historical Content (World History)**
- **Historical Content (Local History)**
- **Beyond 1066**

In History, by the end of EYFS children will:

Begin to understand how they are part of their own locality which is part of a bigger world. They will learn about different people and communities and use speaking, listening and understanding to develop and explore these in greater detail linked to broad overarching topics.

By the end of Key Stage 1 children will:

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.

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 [for example, 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 [for example, 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/or Florence Nightingale and Edith Cavell]
- Significant historical events, people and places in their own locality.

By the end of Key Stage 2 children will:

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.

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.

Pupils should be taught about:

- Changes in Britain from the Stone Age to the Iron Age

Examples (non-statutory)

This could include:

- late Neolithic hunter-gatherers and early farmers, for example, Skara Brae
- Bronze Age religion, technology and travel, for example, Stonehenge
- Iron Age hill forts: tribal kingdoms, farming, art and culture

- The Roman Empire and its impact on Britain

Examples (non-statutory)

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, for example, 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

Examples (non-statutory)

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

Examples (non-statutory)

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

Examples (non-statutory)

- 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

Examples (non-statutory)

- 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 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, for example, 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.

Implementation

Historical knowledge and skills are taught through 4 key concepts. These are:

- Hierarchy and power
- Conflict and disaster
- Exploration and invention
- Community and culture

Key concepts are delivered throughout school through second order concepts. These include:

- Chronology
- Similarity and difference
- Cause and consequence
- Continuity and change
- Significance
- Historical enquiry

Children develop these second order concepts as they progress through the historical units of work whilst making links and connections to previous learning at all times ensuring pupil's learning becomes embedded.

Prior learning at the beginning of new units is checked, and then also assessed at the beginning of each session through Stoneferry Starters. Clearly sequenced lessons and sequences of lessons ensure that children arrive at the correct end points, both within individual sessions and schemes of work.

All lessons are planned by the History subject lead, working in tandem with the geography subject lead so that links to previous learning are not missed.

Opportunities for children to develop the required speech, language and communication skills are given wherever possible. Vocabulary is continually emphasised and children are encouraged to discuss, debate and support opinions wherever possible.

All children have access to the History curriculum with work being tailored appropriately for children with SEND. Children will learn through similar activities, with final outcomes modified to suit all needs.

At this school we believe that all pupils have the right to be taught history regardless of their ability, gender, race or cultural background. We take positive action to ensure that pupils achieve the best possible progress.

Impact

The impact of learning is measured in a number of ways. This could be a Big Question, quiz or discussion, depending on the age of the children and the topic. All learning will be

revisited again at the start of the following unit. Where learning is not secure, additional learning takes place to address this. History standards are monitored through the use of pupil voice, work scrutiny, lesson drop ins, discussions with staff and through ongoing formative assessment trackers..

Resources

We have a range of resources in school to support the teaching of history. These are stored in a designated area within the school and are easily accessible to all staff. The library contains and supply of reference books linked to each topic. An audit of resources is carried out at least once a year. Pupils have access to iPads and laptops to enable them to carry out research online. The school also has access to a range of resources and workshops through the Hull Museums Service.

Cross-curricular links

History can be linked with almost any subject in school particularly geography..

Review

This policy is to be reviewed every 2 years.

Reviewed: January 2021

Next review: January 2023