



Corbridge C of E First School **History Policy**

Intent

In History our provision is designed to allow our children to develop their understanding of links between themselves and others. We want our children to think like historians and to reason and explore connections between the past and the present. From this they are able learn from actions and outcomes of the past and think about how this impact their lives.

We offer a structure and sequence of lessons to help teachers ensure they have covered the skills required to meet the aims of the national curriculum. The content we have chosen is underpinned by 7 key concepts in primary History: Chronology, Continuity and Change, Cause and Effect, Significance, Historical Perspectives, Historical Evidence and Interpretation.

Our curriculum gives our children an excellent knowledge of people and events from different historical periods and an understanding of historical concepts and processes. We want our children to have the ability to communicate differently for a range of audiences, taking consideration that different people in the past had different experiences and views from each other and ourselves e.g. traditions, culture, beliefs, values and motivations.

We will help our children to make interpretations of the past based on different pieces of evidence and sources, to draw inferences, whilst supporting, evaluating and challenging their own views and those of others. We will ask and investigate questions, using evidence, about people and events from the past. We will strive to create a deep interest and passion to study the different ways in which the past has been represented and to understand why people interpret the past in different ways.

Implementation

When designing our curriculum we have sought to focus on 3 main areas:

Knowledge: What do we want our children to learn and remember? We do not want to overwhelm our children with too much information therefore sequencing the knowledge to be learned is key.

Concepts: We have focussed on the 7 key concepts of history to plan each unit of work considering the following key concepts: Chronology, Continuity and Change, Cause and Effect, Significance, Historical Perspectives, Historical Evidence and Interpretation.

Skills: How will we teach our children to become effective historians? What skills do they need to learn to understand the content?

Our EYFS provision provides a base to learn about a sense of time and how things happen in the past and present. We build a strong foundation for talking about events and memories.

In KS1, the History Curriculum is taught across year 1 and 2. Within the key stage the children learn about changes both within and beyond living memory – including events and people those most relevant both nationally and in our own locality (e.g. George Stephenson). They will learn about the

lives of significant individuals but will also be made aware that people who have had an impact more recently may/will be these significant individuals in the future.

In KS2, our children continue to develop their sense of chronology and secure knowledge of both British, local and world history. They will build on connections made such as building on previous knowledge of Queen Victoria from KS1 to expand on what life was like for children in Victorian Britain. We feel it is vital to make effective links with the wider curriculum whilst still maintaining the historical concepts being explored. Where the 2 year cycle interrupts chronology of units, we explain this clearly to our children using timelines.

Across school children have a range of opportunities to experience history through practical engaging tasks beyond the classroom. Educational visits play a key part to 'unlocking the past' and 'living history'. End of unit assessments and progression trackers give our non-specialist staff who lead history confidence in the progression of skills and knowledge and that outcomes have been met. Key vocabulary and clear timelines are also provided to be used by children to deepen their chronological knowledge and understanding.

Impact

We believe that the impact of using our personalised History curriculum and progressive units will ensure that History learning is loved by teachers and children across our school. Teachers have high expectations and quality evidence can be presented in books as well as digitally. Our children will use historical vocabulary accurately and understand the different strands of history, with a deep understanding of the core concepts as well as who we were, who we are and who we might become. Children will begin to make relevant links from history to other curriculum subjects, such as geography and science. They will improve their enquiry skills and inquisitiveness about the past. All children will consider how things used to be and will realise that the choices people make can have both minor and significant impact on their future. They will understand that the actions of the present will help to shape the future of the planet. They will be able to interpret a range of sources of historical information and evidence and they will communicate historical information in a variety of ways, including distinguishing between reliable sources of evidence and opinion. All children in our school will be able to speak confidently about their history learning, skills and knowledge.

Purpose of study

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.

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 cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

History in the National Curriculum

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Subject content

Key stage 1

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.

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 (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 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 and that different versions of past events may exist, giving some reasons for this.

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

We strive to develop children's enquiry skills through the use of questioning and by setting the children tasks and exposing them to experiences which will help their information finding skills. Lessons may be taught as whole class sessions, group activities or individual tasks, dependent on the structure of the class and content of the lesson. The learning needs of each individual child will be met through:

- Stories;
- Timelines;
- classroom displays;
- role play and drama;
- artwork/model making/craft work;
- use of photographs;
- ICT;
- educational visits;

Resources

Each teacher is aware of where the History resources in school are held. An inventory of resources will be held and regularly updated by the subject coordinator. The resources used will provide a variety of information about the people and places being studied and be suitable for the ages and abilities of pupils. These will include:

- The children's own experiences;
- Experiences of people known to them;
- The experiences of visitors and invited guests;
- The classroom, school and its grounds;
- The local environment;
- The use of story, pictures, illustrations, photographs, artefacts, textbooks, reference materials, maps and atlases;
- ICT;
- Trips to historic sites and museums;
- The use of topic boxes.

Inclusion, Equality and Diversity

Schools have a responsibility to provide a broad and balanced curriculum for all pupils. This statutory inclusion statement outlines how teachers can differentiate and modify as necessary to provide all pupils with relevant and appropriately challenging work at each key stage. It sets out three principles that are essential to developing a more inclusive curriculum.

- Setting suitable learning challenges;
- Responding to pupil's diverse learning needs;
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

We aim to encourage all pupils to reach their full potential through the provision of varied opportunities and differentiated lessons. Through the teaching of History we aim to develop awareness of ethnic, cultural and economic diversity of human society and to foster positive attitudes to all people. Care is taken when selecting source material that a range of perspectives and viewpoints are represented including those of men and women from different racial, national and religious groups, linked with our work on equality and diversity. Care is taken that societies are not just represented from the British perspective but also from their own. The importance of the pupils own cultural background is recognised as a resource which may give an alternative perspective on events of the past as well as the present. The History co-ordinator will liaise with the SENDCO to ensure that the children with SEN achieve their full potential in History lessons and activities.

Educational Visits

Educational visits to places of historical value will be used to support the pupils' work in History. The learning process will be based on direct experience and practical activities and will take into account the pupils' own interests, experiences and activities. We will take advantage of the wealth of local attractions, from Hadrian's Wall to the Holy Island of Lindisfarne.

Roles and Responsibilities

The subject coordinator's role is to:

- prepare and review policy documents, curriculum plans and schemes of work for the subject
- encourage staff to provide effective learning opportunities for all pupils, to develop valid activities appropriate for all pupils at different stages of development and which enables pupils to progress in the subject
- help colleagues develop their subject expertise and organise and monitor their professional development
- collect, evaluate and inform staff of all resources
- ensure standard formats for assessment and monitoring are being used
- provide annual subject action plans including costings and priorities which help inform the school development plan
- organise and advise on the contribution of History to other curriculum areas including cross curricular
- help with the monitoring and evaluation of the effectiveness of the subject within the school

The class teacher's role is to:

- ensure coverage of History for their year group/Key Stage.
- inform the subject leader of any resources needed to deliver the units before they arise in the curriculum.
- plan and deliver lessons to appeal to all learners to enthuse as well as educate the children in their class.

Assessment, Recording and Reporting

This will be in accordance with the school's assessment policy which is followed throughout the school. The assessment of pupil's work can provide information for pupils, teachers and parents:

- to enable pupils to reflect upon and celebrate achievement
- to help plan for progression, continuity and target setting for pupils are to inform planning for future work of whole classes and individual pupils
- to communicate achievement and identify areas for future development to pupils, parents and teachers
- to evaluate the effectiveness of teaching and learning

Teachers allow for assessment to be made during the course of a History lesson using discussion, question and answer techniques and in encouraging pupils to communicate findings to others. This will be recorded in lesson evaluations. At the end of each unit of work in Key Stage 1 and 2, teachers will record achievement of pupils using our step tracker. This will identify the expectations for each unit and pupils who achieve at a level above or below these expectations will be identified. This will provide formative assessment and inform future planning needs.

Objectives written in red on the step tracker are deemed essential knowledge for each year group. These can be assessed using the Focus Education materials.