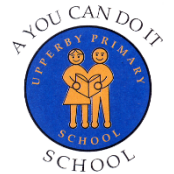




## Upperby Primary School

### History Policy



#### The value of History within our curriculum

*Engaging children and young people in investigating questions about people and events in the past helps them to better understand their lives today, the contested nature of knowledge and prepares them for the future as more informed citizens.*

Independent Review of the Primary Curriculum 2009 Final Report

Engaging pupils with a relevant, exciting and challenging History curriculum which inspires curiosity and is appropriate for preparing them for an adult life in the 21<sup>st</sup> century is essential since it:

- Helps the learner to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as the challenges of their time;
- Develops skills of critical thinking which means making reasoned judgements that are logical and well thought out and not merely accepting arguments and conclusions as they are presented but having a healthy, discerning and questioning attitude about new information;
- Supports the learner to appreciate that all knowledge is socially constructed and its objectivity and reliability is therefore open to challenge and question through asking perceptive questions, weighing evidence, sifting arguments and developing perspective and judgement;
- Builds a sense of identity and belonging on a personal, cultural, national and global level as learners come to appreciate the diversity of human experience and consequently understand more about themselves and as members of society;
- Enables the learner to understand core concepts and most notably cause and consequence, similarity and difference, continuity and change, change and progress/regression, significance, evidence, chronology, empathy, context, diversity, perspective, interconnectivity and validity which have broad relevance and significance in the modern world;

#### Curriculum Entitlement

##### Early Years Foundation Stage (EYFS)

Within the EYFS History is integral to the Early Learning Goal of *Understanding the World* where pupils are encouraged and supported to "talk about past and present events in their own lives and in the lives of family members". In addition pupils "learn about similarities and differences" in relation to "objects" and "talk about changes" they observe. Within the EYFS an awareness of the concepts, vocabulary and key terms of History is encouraged through planned purposeful play and through a mix of adult led and child initiated activity. For example:

- Recall, retell and sequence stories – *chronology, cause and consequence, evidence*;
- Read and discuss stories with different interpretations or explanations of the same events – reflect on the behaviour, motivation and intent of different characters – *perspective, significance, similarity and difference*;
- Distinguish between the past, present and future and recall moments from the past using language relating to time e.g. past tense - *chronology, similarity and difference, historical narrative*;

- Identifying and comparing features of artefacts from the past and present – *continuity and change/change and progress, evidence, significance*;
- Sequence familiar objects and events in their own lives/family – *chronology, significance*.

## **Key Stage 1**

**The aims of the history curriculum are to ensure pupils:**

- Develop an awareness of the past, using common words and phrases to describe the passage of time.
- 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.
- Use a wide vocabulary of everyday historical terms.
- Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.
- Understand some of the ways in which we find out about the past and identify different ways in which it is represented.

**Key focuses:**

- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.
- Historical events beyond living memory, with national and/or international significance.
- The lives of individuals who have contributed significant achievements. Some should be used to compare aspects of life in different periods. (E.g. Amy Johnson and Ranulph Fiennes, Christopher Columbus and Neil Armstrong)

## **Key Stage 2**

**Pupils should be taught:**

- Continue to develop a chronologically secure knowledge and understanding of local, British, and world history.
- Establish clear narratives within and across the studied historical periods.
- Note connections, contrasts, and trends over time and develop the appropriate use of historical terms.
- Address questions about change, cause, similarity, difference, and significance.
- Construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- Understand how our knowledge of the past is constructed from a range of sources.

## **Learning and teaching through enquiry**

In History learning is facilitated through pupils pursuing a key question led enquiry approach, which encourages them to take increasing responsibility for their learning, think independently and achieve challenging subject outcomes. At our school therefore we seek to encourage pupils to learn their History through big question led enquiries about significant events, people and changes which allows them sufficient scope and time to really engage in high order subject skills such as developing explanations (even though there are very often no 'right' answers to questions in History), reaching conclusions, making judgements,

evaluating, applying information learned in one context to another and generating their own ideas and questions to investigate through hypothesising. Whilst knowing more subject information as the pupils progress through the school is important we are careful in our planning to ensure that there is always a balance between new content and the development of important subject skills and the ability of children to think critically about what they are learning and why. This approach is reflected in all of our planning. We are very careful to be selective about the subject content we use to ensure that a balance is achieved between knowing more content and the development of key subject skills and outcomes.

Rather than attempting to teach historical periods, societies, events or significant individuals in the past in their entirety, we ask insightful questions about them, which in turn supports pupils to delve deeply into aspects of historical topics. Our historical enquiries are carefully planned to enable pupils to construct knowledge, master subject concepts and generate questions of their own through the application of a range of critical thinking skills.

### **Connecting History to other areas of the curriculum**

In our planning we have made meaningful links between History and other subject areas of the National Curriculum and to Spiritual, Moral Social and Cultural Development (SMSC) where incorporating content and perspectives adds value to and extends the historical understanding of our pupils. Making such links is important because it highlights to pupils the interconnectedness and interdependence of the real world but when making such connections we must maintain subject rigour and appropriate expectations in History for each stage of learning. For example, the primary objective of applying key literacy and numeracy conventions to History is to enable our pupils to achieve more and better in History – i.e. to develop as young historians. To this end we must ensure that high standards of literacy and numeracy when applied to History result in equally and appropriately high standards of historical subject attainment.

### **KS1 History Coverage**

<b><u>Year Group</u></b>	<b><u>N.C. Subject Coverage</u></b>	<b><u>Enquiry</u></b>
<b><u>Y1</u></b>	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.	How do our favourite toys compare with those of children in the past? (Autumn)
<b><u>Y1</u></b>	Events beyond living memory that are significant nationally or globally.	How has flight changed over time? (Spring)
<b><u>Y1</u></b>	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.	What does it mean to be a history maker (Summer)

<b><u>Y2</u></b>	Events beyond living memory that are significant nationally or globally.	How does the location of Carlisle Castle enable it to prevent attack? (Autumn)
<b><u>Y2</u></b>	Significant historical events, people and places in their own locality.	How do we know so much about what happened in the Great Fire of London? (Spring)
<b><u>Y2</u></b>	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.	What does it take to be a great explorer? (Summer)

### **KS2 History Coverage**

<b><u>Year Group</u></b>	<b><u>N.C. Subject Coverage</u></b>	<b><u>Enquiry</u></b>
<b><u>Y3</u></b>	Changes in Britain from the Stone Age to the Iron Age.	How did the lives of ancient Britons change during the Stone Age? (Autumn)
<b><u>Y3</u></b>	Changes in Britain from the Stone Age to the Iron Age.	What is the secret of the standing stones? (Spring)
<b><u>Y3</u></b>	The Roman Empire and its impact on Britain.	How did the arrival of the Romans change Britain? (Summer)
<b><u>Y4</u></b>	Britain's settlement by Anglo-Saxons and Scots.	Who were the Anglo-Saxons and how do we know what was important to them? (Autumn)
<b><u>Y4</u></b>	The Viking and Anglo-Saxon struggle for the Kingdom of England, up to the time of Edward the Confessor.	What did the Vikings want and how did Alfred help to stop them getting it? (Spring)
<b><u>Y4</u></b>	The achievements of the earliest civilizations – Ancient Egypt	What happened to the boy behind the golden mask? (Summer)
<b><u>Y5</u></b>	Ancient Greece – a study of Greek life and achievements and their influence on the Western world.	The story of the Trojan Horse: historical fact, legend or classical myth? Would you rather be a Athenian or a Trojan? (Autumn)

<b><u>Y5</u></b>	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.	Why did Britain once rule the largest empire the world has ever seen? (Spring)
<b><u>Y5</u></b>	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.	How have medical breakthroughs of the last two hundred and fifty years affected the lives of people in Britain? (Summer)
<b><u>Y6</u></b>	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.	How did World War 2 affect the lives of children in Britain?
<b><u>Y6</u></b>	A non-European society that provides contrasts with British history, such as early Islamic civilisation, or the Mayan civilisation.	Why did the ancient Maya change the way they lived? (Summer)

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

Assessment forms part of the on-going process in the day to day work in the school. In our assessment the school ensures that a wide range of evidence is used when making judgements. a range of assessment tasks involving written work, annotated sketches and diagrams, photograph interpretation, improvised plays, film animations, news reports, PowerPoint presentations, talks, discussions and questioning are used to assess the performance of pupils against objectives. The outcomes of each enquiry serve to inform the teacher's developing picture of the knowledge and understanding of each pupil and to plan future learning accordingly. At the end of each term teachers record children's progress using the appropriate year group history performance descriptor as guidance. At this point they need to take into account the relative strengths and weaknesses of each pupil and reach a 'best fit' summative judgement taking into account the whole of the descriptor rather than specific parts of it. Most critically, by the end of the year this decision is based on the professional knowledge and judgement that the teacher possesses of the pupil, built up over a period of time, which is then used to make a rounded and holistic judgement of their attainment in history.

Judgements are recorded on the school's ScholarPack assessment system as; working at expected (EXP), working at greater depth (GD), working below expected level (EMG) or working outside of year group expectations (OYG).

Meetings are held with parents twice a year to discuss each child's progress. Written reports are sent home once a year. This provides a written account to celebrate children's achievements, development and progress.

### **Differentiation**

We recognise the fact that in our school there are children of a variety of abilities and we seek to provide suitable learning opportunities for all pupils by matching the challenge of the task to the ability of the child.

### **The Role of the History subject leader Coordinator**

The History subject leader is responsible for:

- Developing, resourcing and reviewing the school's History Policy.

- Supporting colleagues with planning and subject content of teaching programmes.
- Keeping staff informed of visits and courses.
- Facilitating the assessment of children's work.
- Keeping up-to-date with current affairs and best practice regarding History.
- Providing guidance, including INSET training to staff, as part of their on going professional development.
- Celebrating and promoting the History curriculum and the work of pupils throughout the school.

### **Monitoring and Review**

The subject leader monitors the effectiveness of the policy and reports to the head teacher. The head teacher reports to governors, when requested, on the effectiveness of the policy. The policy will be reviewed every two years.