

Wingate Primary School

History Policy

2022-2023

This policy is written with consideration to our school commitment to the Rights of the Child and our achievement of becoming a Rights Respecting School and it complies with Article 28 of the UNCRC 'Every child has the right to an education' as well as Article 29 'Education must develop every child's personality, talents and abilities to the full.' Although direct reference to this is not continuously made, the policy has been written with full awareness of our responsibility and commitment to children's Rights.

The rights and dignity of our children are at the heart of everything we do, every decision we and they make and every driver for making progress and helping our children to develop as responsible, valued global citizens who want to make a positive contribution to their and our world.

In our school it is our intent that we help children to develop resilience, perseverance, autonomy and focus. Our children learn that they are valued and valuable, they are independent people in their own right and they have the power to do wonderful, amazing things at every stage of every day.

Every one of our children is a unique individual with their own strengths, aptitudes, interests and dreams. As a school community we will endeavour to support each child to make the most of every opportunity we offer.

We provide enriching experiences to engage learners and in designing and developing our curriculum we have taken into consideration

- how children learn and remember; progress means knowing more and remembering more
- what our children need to succeed in life; cultural capital they need to make aspirational choices and succeed beyond their time at Wingate Primary School.

The key drivers for our curriculum

Ambition and aspiration
Resilience and courage
Autonomy and independence
Perseverance and solution finding

Intent

Our intent for the History curriculum at Wingate Primary School is to inspire children's curiosity and interest in the past while developing the use of historical vocabulary. It should develop children's understanding about the lives of people who lived in the past and teach children to understand how events in the past have influenced our lives today. We intend children to investigate these past people and events through the use of enquiry, comparison, analysis and interpretation and to use a range of high quality resources and artefacts to support this. We aim to teach children a sense of chronology, and through this they will develop a sense of identity and a cultural understanding based on their historical heritage.

Implementation

Planning for History is a process in which all teachers are involved to ensure that the school gives full coverage of, 'The National Curriculum programmes of study for History 2014' and 'Understanding the World' in Early Years Foundation Stage. In ensuring high standards of teaching and learning in History, we implement a curriculum that is relevant (KS1), chronological (KS2) and the teaching of skills is progressive throughout the whole school. History is taught as part of a half-termly topic, focusing on knowledge and skills stated in the National Curriculum. History is delivered as discrete units and lessons to ensure coverage. History units ensure progression between year groups and guarantees topics are covered. By the end of Year 6, children will have a chronological understanding of British History from the Stone Age to the present day. They are able to draw comparisons and make connections between different time periods and their own lives. Interlinked with this are studies of world history, such as the ancient civilisations of Greece and the Egyptians. The local area is also fully utilised to achieve the desired outcomes, with extensive opportunities for learning outside the classroom embedded in practice. We have used advice from local and national leaders in History to sequence learning progressively throughout both Key Stages.

	Autumn(1/2 term)	Spring (1/2 term)	Summer (1/2 term)
Rec.	Shows interest in the lives of people who are familiar to them. To remember and talk about significant events in their own experience. Recognises and describes special times or events for family or friends. Orders and sequences familiar events. Can retell a simple past event in correct order (e.g. <i>went downslide, hurt finger</i>). Uses a range of tenses (e.g. <i>play, playing, will play, played</i>).	To remember and talk about significant events in their own experience. To order and sequence familiar events. Uses everyday language in relation to time To use talk to organise, sequence and clarify thinking, ideas and events.	Talk about past and present events in their own lives and in the lives of family members Know about similarities and differences between themselves and others Know about similarities and differences among families, communities and traditions
Yr 1	I'm making History! NC ref: changes within living memory Focus: Chronology (sequence), knowledge of very recent past, use of common words. Asking and answering simple questions.	History detectives – spot the differences! NC Ref: changes within living memory, places in locality Focus: Use of primary sources, comparing to find similarity and difference, chronology, beginning to explain change and continuity.	Who has helped make History? NC ref: Significant individuals in the past, local significant individuals Focus: use of historical interpretations, chronology over a longer period, thinking about historical significance.
Yr 2	Why are some places special? NC ref: Significant places in own locality Focus: Thinking about historical significance, using primary sources.	Fantastic Firsts NC ref: events beyond living memory that are significant globally or nationally Focus: Chronology over longer timeframe, comparing events, writing about significance.	All change? Holidays now and then NC ref: Changes within living memory and beyond. Significant places in our own locality. Focus: Identifying and writing about change and its causes. Forming an interpretation, use of primary sources.
Yr 3	Who were Britain's first builders? NC ref: Changes in Britain Stone Age to Iron Age Focus: building and technology in earliest settlements, key features of an era, chronology (sequence and duration) change over time, using artefacts as	Why did the Ancient Egyptians build pyramids? NC ref: Achievements of earliest civilisations - Ancient Egypt Focus: key features of early civilisation, chronology (sequence, duration and contemporaneous development) causation, use of	How have the Greeks shaped my world? NC Ref: Ancient Greece; achievements and influence Focus: Chronology (sequence and duration), key features and individuals of ancient civilisation, consequences,

	primary sources, awareness of representations.	primary sources (supported inferences)	significance (legacy) use of primary sources, use of written interpretations.
Yr 4	<p>Why did the Romans march through County Durham?</p> <p>NC ref: A Local history study</p> <p>Focus: Key features of Roman army and British campaign, chronology, causation and consequence, using information texts and representations of the past (reconstructions, artist's views, built models)</p>	<p>What was daily life like for Romans?</p> <p>NC ref: The Roman Empire and its impact on Britain</p> <p>Focus: Key features of a global empire, chronology (duration) similarity and difference of experiences within the period (rich/poor, men/women/child, slave/ free) use of primary sources – supported inference and lines of enquiry</p>	<p>What happened when the Romans left Britain?</p> <p>NC ref: Britain's settlement by the Anglo Saxons and Scots</p> <p>Focus: Key features of Anglo Saxon Britain (s/c/r/e), chronology (sequence and duration), consequences and significance. Use of information texts and historian's interpretations.</p>
Yr 5	<p>Were the Vikings really vicious?</p> <p>NC Ref: The Viking and Anglo saxon struggle for England to 1066</p> <p>Focus: Chronology and key features, making a supported judgement, use of primary sources to test an interpretation.</p>	<p>Who was making history in faraway places in the year 1000?</p> <p>NC ref: non-European society that provides contrast to British history</p> <p>Focus: Chronology – developing terminology of periods, contemporaneous developments, key features of a contrasting society and its development, similarity and difference to Britain in c.1000, use of primary sources, identification of key points in historical interpretations.</p>	<p>School designed unit – Wingate, Mining Tommy Armstrong</p> <p>NC ref: local history study</p> <p>Focus: Use of the historic local environment to further enquiry skills, develop chronological range and use of primary sources such as maps, census, buildings and photographs</p>
Yr 6	<p>What's in a name?</p> <p>NC Ref: Local History unit – WW1 war memorials</p> <p>Focus: Chronological security, key features of an era, use of primary sources, similarity and difference of experience at a point in the past</p>	<p>School Discretionary Unit</p> <p>WW2</p>	<p>Has life got better for children in Britain?</p> <p>NC ref: Aspect or theme since 1066 (Changing life for children).</p> <p>Focus: Chronological security – sequence and duration, key periods and their features, causation and consequences, use of primary sources to evaluate utility, producing own representations of the past.</p> <p>OR</p> <p>NC Ref: Aspect or theme since 1066 – Monarchy</p> <p>Focus: Can we choose the UK's most important monarch?</p>

Impact

By the end of their primary education at Wingate Primary School, our children will be equipped with a coherent body of historical knowledge, a range of transferable skills and a rich vocabulary that will enable them to be ready for the curriculum at Key Stage 3 and for life as an adult in the wider world. The impact of our History curriculum is that children at Wingate Primary School will thoroughly enjoy learning about their own local history and the history of the wider world in which they live. Children will develop progressively as historians applying and building upon the knowledge and skills they have acquired. They will gain a sense of curiosity about the past, ask thought provoking questions and have a desire to find out more.

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 dependant on the structure of the class and content of the lesson. A variety of approaches will be used to cater for different learning styles, visual, auditory and kinaesthetic. These will include:

- stories
- timelines
- classroom displays
- role play and drama
- 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 it's grounds
- the local environment
- the use of story, pictures, illustrations, photographs, artefacts, textbooks, reference materials and maps

Inclusion and Special Education Needs

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. 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 SENCO to ensure that the children with SEN achieve their full potential in History lessons and activities.

Gifted and Talented

Children on the gifted and talented register need to be challenged with open ended tasks which provide opportunities to tackle more complex issues and a wider range of resources. This will be done by differentiation for those pupils concerned.

The History coordinator will work with the MAT coordinator to keep a register of children who are more able in History and ensure these children and class teachers receive relevant support and differentiated activities. When monitoring takes place the subject coordinator will ensure the needs of these children are being met.

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.

Roles and Responsibilities

The subject coordinators 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 pupils 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 for pupils, parents and teachers
- to evaluate the effectiveness of teaching and learning

Assessment is an integral part of teaching and learning and based upon teachers judgements of pupil attainment and progress. Assessment is built into the planning of learning experiences and clearly related to the learning outcomes. Assessment and recording begin in Foundation Stage and continue throughout the school. Reporting on a child's progress in History is a statutory requirement. An annual report relating to their child's progress in History will be sent to parents.

Review and Evaluation

This policy will be reviewed in April 2023.