



# Smile – Learn – Excel

## History Policy

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*The more you know about the past, the better  
prepared you are for the future.*

*Theodore Roosevelt*

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Policy Reviewed: March 21

Next Review: March 22



## **Introduction**

We believe passionately that a broad and deep history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. Our immersive curriculum is purposely designed to constantly inspire pupils' curiosity to know more about the past.

Our teaching equips all our pupils to confidently ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.

History enables 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**

- To foster an interest in the past and to develop an understanding of how the past has influenced the present.
- To develop a sense of chronology so the children can organise their understanding of the past.
- To provide opportunities for investigation and learning using a wide range of sources and information.
- To develop an understanding of how to interpret primary and secondary sources.
- To distinguish between historical facts and interpretation.
- To provide opportunities for children to develop their skills of enquiry, analysis and investigation.
- To learn about key events in the history of their own country and the world.
- To organise information about past societies, making comparisons.
- To promote pupils, spiritual, moral, social and cultural development through the study of past societies.

## **Organisation**

As we have a mixture of single year and mixed-age classes, we design our medium-term planning on a two-year rotation cycle. In this way, we ensure that children have complete coverage of the National Curriculum but do not have to repeat topics.



## Ensuring continuity and progression in learning

Whilst **knowing more** is an integral part of continuity and progression it is nevertheless just one element of it and merely sequencing subject content will not ensure on its own that our pupils become better geographers.

To ensure continuity and progression for all pupils the curriculum is carefully organised EYFS – Year 6 to ensure that our pupil's knowledge and understanding of geography develops because:

- Expected subject outcomes in terms of developing as a young geographer increase in complexity and level of challenge as detailed above and are used as the starting point for all planning of content delivery and learning and teaching enquiries.
- There is increasing breadth and scale of study through the curriculum moving progressively from personal experiences to local, regional, national and global perspectives informed by the guidance of the National Curriculum.
- The curriculum becomes progressively more complex developing from discrete facts and bodies of information to conceptual awareness and generalised knowledge about more abstract ideas.
- The mastery and application of historical tools and skills occurs in more precise and complex contexts.
- The focus of what pupils learn becomes gradually more issues based enabling them to explain links, patterns and processes and be more informed and mature in their thinking and self-reflection in terms of recognising the importance of attitudes and values about contested matters.

## FOUNDATION STAGE

We teach History in reception classes as an integral part of the topic work covered during the year. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the history side of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five.

History makes a significant contribution to the ELG objectives of developing a child's knowledge and understanding of the world through activities such as, making personal timelines for each child and by establishing the meaning of new and old in relation to their own lives.

## Key stage 1

In Key Stage 1, History is about beginning to understand the concepts of past, present and future and developing an understanding of their own and their families' past. We want children to use common words and phrases relating to the passing of time. We want the



children to ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.

Children 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 [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 and Edith Cavell]
- significant historical events, people and places in their own locality.

## **Key Stage 2:**

In Key Stage 2, History is about developing knowledge, skills and understanding of significant people, events and places from both the recent and more distant past. We want children 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 should be taught about:

### Pre-Roman Britain

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, for example, Skara Brae
- Bronze Age religion, technology and travel, for example, Stonehenge
- Iron Age hill forts: tribal kingdoms, farming, art and culture

### Roman Britain

Pupils should be taught about 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, for example, Boudica



- "Romanisation" of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity

## Anglo-Saxons & Scots

Pupils should be taught about 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

## Anglo-Saxons & Vikings

Pupils should be taught about 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

## Local History

Pupils should be taught about an aspect of local history

For example:

- 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

Pupils should be taught 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, for example, the first railways or the Battle of Britain

## Ancient Civilizations

Pupils should be taught about 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; or
- The Shang Dynasty of Ancient China

## Ancient Greece

Pupils should be taught a study of Greek life and achievements and their influence on the western world

## Non-European Study

Pupils should be taught about 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; or
- Benin (West Africa) c. AD 900-1300

## **Teaching and Learning Style**

A variety of enriching teaching approaches are encouraged:

- Teacher presentations, role-play and storytelling.
- Question and answer sessions, discussions and debates. Individual and group research and presentations.
- Investigating artefacts, maps, photographs, paintings and other documents as sources of evidence.
- Critical analysis and evaluation of sources of evidence.
- Computing- interactive white board and internet resources, CD ROMs, TV and other visual and audio resources.



- Cross -curricular links to immerse children in the History topic, e.g. through class text in English.
- Well-stocked Topic and Artefact Boxes for each area of the History curriculum.
- Visitors and visits to museums and sites of historic interest.
- Special Events: History Afternoons.

## **Assessment**

Assessment for learning is continuous throughout the planning, teaching and learning cycle. Key historical knowledge is taught to enable and promote the development of children's historical enquiry skills.

Assessment is supported by use of the following strategies:

- Observing children at work, individually, in pairs, in a group and in class during whole class teaching.
- Using differentiated, open-ended questions that require children to explain and unpick their understanding.
- Providing effective feedback, including interactive marking through green pen questions where appropriate, to engage children with their learning and to provide opportunities for self-assessment, consolidation, depth and target setting.
- Book moderation and monitoring of outcomes of work, to evaluate the range and balance of work and to ensure that tasks meet the needs of different learners, with the acquisition of the pre-identified key knowledge of each topic being evidenced through the outcomes.

## **Role of Co-ordinator**

The History co-ordinator leads the maintenance and development of the subject. They are responsible for assuring quality and standards in the subject by:

- Taking the lead in the development, evaluation and amendment of schemes of work as and when necessary.
- Identifying training needs of staff through monitoring and performance management review.
- Acting as a consultant to colleagues on resources, fieldwork possibilities, curriculum changes, classroom teaching ideas.
- Monitoring and evaluating pupils' work, colleagues' planning and classroom teaching.



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## **Health and Safety**

Fieldwork and site visits are an important part of Historical work and school health and safety guidelines will be adhered to at all times.

## **Equal Opportunities**

All children regardless of their race, sex, religion, religious belief or ability will be given equal opportunities to develop their knowledge, skills and understanding of History. British History, where possible, is set within the context of Europe and the World. When selecting source material, a range of perspectives and viewpoints are represented, including those of men and women of different racial, national or religious groups. Care is taken that societies are not just represented from the British perspective but also from their own. The importance of the pupil's own cultural background is recognised as a resource which may give an alternative view of events from the past as well as the present.