

History Policy

INTENT

Aims and objectives

A high-quality history education equips pupils to think critically, weigh evidence, sift arguments, and develop perspective and judgement. A knowledge of Britain's past, and our place in the world helps us understand the challenges of our own time.

The aims of history education at Haydn are:

- To foster pupils' enjoyment and interest in learning about the past
- To develop children's knowledge and understanding of Britain's past: how people and events have shaped the nation and how Britain has influenced the world
- To develop pupils' sense of chronology so that they understand British history as a coherent, chronological narrative and are also familiar with the broad outlines of European and world history
- To 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.
- To develop children's understanding of important historical concepts and abstract terms so that they can use them in discussions and written accounts of past events.
- To develop in children the skills of enquiry, investigation, analysis of evidence, evaluation and presentation.

History curriculum planning

History is a foundation subject in the National Curriculum. We are using the 2014 National Curriculum framework to adapt and develop our current planning (see below).

We carry out curriculum planning in history in three phases (long-term, medium-term and short-term). The long-term plan (see below) maps the history topics studied in each term during each key stage; this is created collaboratively between the history subject leader and year group teachers to ensure coverage of objectives, progression of skills and avoidance of repetition. Medium term plans for each subject area are created by teaching staff with an emphasis on using resources, activities, off-site trips, visitors and other experiences which will enrich children's learning. History is taught discretely but staff make meaningful links across subjects where appropriate. Prior knowledge is linked to new learning to deepen children's understanding and to ensure new concepts and skills are retained.

The year group teachers create the short-term lesson plans for each history session. These plans list the specific learning objectives and resources for each lesson. These are for the year group teachers' use but may be shared with colleagues, as necessary.

IMPLEMENTATION

Pedagogy

History teaching focuses on enabling children to think as historians. We place an emphasis on examining historical artefacts and primary sources. We look for opportunities to invite visitors into school to relate their experiences of living through significant past events. We recognise and value the importance of stories in history teaching and we regard this as an important way of stimulating interest in the past. We focus on helping children understand that historical events can be interpreted in different ways and that they should always ask searching questions, such as 'how do we know?', about information they are given.

We recognise the significance and social benefits of children understanding local, national and international events which mark events in world history and our national life. From 2014 to 2018, across the world, nations, communities and individuals of all ages came together to mark, commemorate and remember the lives of those who lived, fought and died in the First World War and this became a whole-school focus at various points throughout this period. In 2019, we celebrated the D Day landings by inviting a D Day veteran to talk to the whole school sharing his experiences, photographs and written memoirs. In 2020, we learned about the significance of VE Day in its 75th Anniversary culminating in a street party experienced by children at school and in their own homes.

We recognise the fact that in all classes there are children of widely differing abilities in history and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:

- setting common tasks which are open-ended and can have a variety of responses
- setting tasks of increasing difficulty (not all children complete all tasks in the same ways)
- grouping children by ability in the room and setting different tasks for each ability group
- providing resources of different complexity depending on the ability of the child
- using classroom assistants to support children individually or in a group.

Foundation Stage

We teach history in F1 and F2 classes as an integral part of the topic work covered during the year. As 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 dressing up in historical costumes, looking at pictures of famous people in history or discovering the meaning of new and old in relation to their own lives.

The contribution of history to other subjects

English

History contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that we use in Literacy lessons are historical in nature. Children develop speaking and listening skills through discussing historical questions or presenting their findings to the rest of the class. They develop their writing ability by composing reports, diaries and letters and through using writing frames. They develop their independent non-fiction and fiction writing skills through note taking, interrogation and research.

Mathematics

History teaching contributes to the teaching of mathematics in a variety of ways. Children learn to use numbers when developing a sense of chronology through doing activities such as timelines. Children learn to interpret information presented in graphical or diagrammatic form.

Computing

Children use ICT in history to enhance their skills in data handling and in presenting written work, and they research information using the Internet. Children use digital cameras and I pads to record and use photographic images.

Personal, social and health education (PSHE)

History contributes significantly to the teaching of personal, social and health education. Children develop self-confidence by having opportunities to explain their views on social questions such as how society should respond to poverty and homelessness. They discover how to be active citizens in a democratic society by learning how laws are made and changed, and they learn how to recognise and challenge stereotypes and to appreciate that racism is a harmful aspect of society. They learn how society is made up of people from different cultures and start to develop tolerance and respect for others.

Spiritual, moral, social and cultural development (SMSC)

When teaching history, we contribute to the children's spiritual development where possible. We also provide children with the opportunity to discuss moral questions. The study of history enables children to understand that Britain's rich cultural heritage can be further enriched by the multi-cultural British society of today.

Special educational needs (SEN)

At our school we teach history to all children, whatever their ability. History forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our history teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, and differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

Children identified with special educational needs and needing additional support will be provided with an Individual Provision Map (IPM). The IPM may include, as appropriate, specific targets relating to history. We enable pupils to have access to the full range of activities.

Resources

Resources for each unit are kept by class teachers for use by their year group. The library is building up a good supply of topic books to support children's individual research. Teachers also make use of topic collections from the Nottingham City Education Library service and artefact loans from the Nottingham City Museums Service.

Monitoring and review

Monitoring of the standards of children's work and of the quality of teaching in history is the responsibility of the history subject leader. The work of the history subject leader also involves supporting colleagues in the teaching of history, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The history subject leader has specifically allocated time in which to fulfil this role by reviewing samples of children's work and visiting classes to observe teaching in the subject. They also monitor planning and ensure that the intent for History is being effectively implemented.

A named member of the school's governing body is briefed to oversee the teaching of History. This governor meets with the subject leader to review progress termly and receives a written report. Where children are to participate in activities outside the classroom, for example, a visit to an outside site, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

IMPACT

Assessment and recording

We expect most children to achieve age related standards or better in History within each year group. We assess children's work in history by making informal judgements as we observe them during each history lesson. On completion of a piece of work, the teacher marks the work with positive comments, suggestions for improvements as appropriate.

The history subject leader collects samples of children's work in a portfolio. These give examples of the expected level of achievement in history for each year group in the school.

Children's progress and attainment per unit of study is tracked through the assessment framework on SIMS on a termly basis.

The history subject leader reports on:

- recent development work
- performance analysis
- pupil outcomes in relation to development priorities, their impact on teaching and learning, and future developments.

Governors are also invited to monitor the effectiveness of the school through a variety of other activities including learning walks and classroom observation as per the Monitoring and Evaluation framework in the School Improvement Plan.

Signed: Jo Horn

Date: May 2020

LONG TERM Theme PLAN FOR HISTORY

Year	Term	History/ Knowledge and Understanding of the World.	Key History Objectives to be covered
F1			
F2	AUTUMN	Bonfire Night/Goose Fair/ Remembrance Day	
	SPRING		
	SUMMER	Castles and living in the past	
Year 1	AUTUMN	Changes within living memory – family trees. Local history – Goose fair / Legends of Sherwood Forest.	Changes within living memory. Significant historical events, individuals and places within their own locality.
	SPRING	Polar regions. Significant individuals - Robert Falcon Scott Space. Significant people Neil Armstrong	The lives of significant individuals of the past who have contributed to national and international achievements.
	SUMMER	Dinosaurs – comparing ways of life to the prehistoric world. Significant people – Mary Anning.	The lives of significant individuals of the past who have contributed to national and international achievements.
Year 2	AUTUMN	WW1 – Remembrance Day	Understand events and changes both within and beyond living memory that are significant locally, nationally or globally.
	SPRING	The Great Fire of London	Use a variety of ways in which to communicate findings and ideas about events, changes, individuals and groups of people.
	SUMMER	Florence Nightingale and Mary Seacole WW2- Submarines/ Spitfire/ Amy Johnson/ British Timeline/Nottingham Blitz.	Find out about the lives of significant individuals in the past who have contributed to national and international achievements. Compare aspects of life in different periods and from different points of view. Identify aspects of change in national life.
Year 3	AUTUMN	Romans in Britain, British timeline, The destruction of Pompeii	Divide the past into different periods of time and represent this on a dated timeline. Work out how many years, decades, centuries have passed since a significant event in our history. Begin to write about historical events, organising writing appropriately. Recognise why eyewitness accounts of a famous event may vary.

	SPRING	History of film and film makers.	<p>Draw accurate conclusions from looking at pictures, films of events in the past (and justify choices).</p> <p>Use the internet, films, photographs and textbooks to help find out about historical topics.</p> <p>Be aware that actions taken by people in the past affect our lives today.</p>
	SUMMER	Aztecs and Mayans - Explorers including Hernan Cortes	<p>Know that there are several ways of finding out about the past.</p> <p>Use a range of sources to ask and answer questions about events in the past.</p> <p>Begin to write about historical events, organising writing appropriately.</p>
Year 4	AUTUMN	Ancient Egypt	<p>Know that people who lived in the past cooked and travelled differently and used different weapons.</p> <p>Recognise the lives of wealthy people were very different to those of poor people.</p> <p>Recognise how the lives of people who lived in the past would be different from my own.</p> <p>Show an awareness and use the terms BC and AD (or BCE and CE) to locate appropriate historical dates.</p> <p>Answer questions about the past by combining information from sources and giving reasons for the selection.</p> <p>Present researched information using terminology appropriate to the historical period being studied, including emotion and feelings.</p>

	SPRING	Anglo Saxons	<p>Use a timeline to sequence events correctly using dates, scale and technical vocabulary (e.g. era, invention, invasion).</p> <p>Show an awareness and use the terms BC and AD (or BCE and CE) to locate appropriate historical dates.</p> <p>Know that people who lived in the past cooked and travelled differently and used different weapons.</p> <p>Recognise the lives of wealthy people were very different to those of poor people.</p> <p>Recognise how the lives of people who lived in the past would be different from my own.</p> <p>Answer questions about the past by combining information from sources and giving reasons for the selection.</p> <p>Present researched information using terminology appropriate to the historical period being studied, including emotion and feelings.</p> <p>Listen to someone presenting historical facts, noting keywords and phrases. Begin to use that information to scaffold own writing.</p> <p>Understand why different accounts of history can give a positive or negative view of people in history (e.g. invaders and settlers).</p>
	SUMMER	Local History study – Choose a local person, event or period that has made a significant impact on local, national or global history and conduct independent research. Present their findings digitally.	<p>Use a simple database to collate historical information and know that a database can be searched by field.</p> <p>Use digital technology to research and present information about historical topics.</p>
Year 5	AUTUMN	Ancient Greeks	
	SPRING	Local History- Tudors/ Wollaton Hall	
	SUMMER	Victorians local Study/ Queen Victoria Victorian Railways	
Year 6	AUTUMN	Goose Fair British History: 20 th Century leisure and entertainment	
	SPRING	WW II linked to local history and class novel	
	SUMMER	Late Neolithic hunter gatherers/ Or The Bronze Age/ Or Iron Age hill forts	

National Curriculum Objectives and progression.

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.

HISTORY				
Y1	Identify events as belonging to the recent or distant past (e.g. last week, last year, a long time ago). Recognise some events as recurring (e.g. annual events, anniversaries, birthdays). Distinguish between the present and the past in our own and others' lives.	Use words and phrases like dead, alive, past and present to understand the passing of time. Sort people (and objects and events) on a simple timeline. Write own date of birth and understand it as a past event, comparing it with today and future dates. Recognise (and create) images of significant individuals. Find out and recognise accomplishments of individuals studied.	Talk and/or write about past events, ways of life, artefacts and people. Ask and answer questions about the past. Use digital cameras to take photographs of artefacts.	Distinguish between old and new objects, including replicas. Find out how objects have evolved over time (e.g. wind up vs battery, wooden vs plastic, tile vs thatch).
Y2	Have a good knowledge about why events happened in the past. Begin to compare our life now with that of our grandparents (e.g. school life, hobbies).	Use words and phrases like first, next, before, after, between to describe when things happened relative to each other. Sequence people and/or events chronologically on a timeline or storyboard with some dates. Recount the life of an individual, including some personal information, accomplishments, reputation and legacy.	Begin to explain the differences between old and new objects. Begin to explain why and how people from the past lived differently and how some aspects of life have changed more than others. Learn about the past by talking to an older person and report back (e.g. a questionnaire). Give reasons for some past events or the actions of a famous person. Use ICT skills to classify historical information and present findings in different ways (e.g. find, sort and organise images and facts collected).	Use role play and experiment to find out more about historical events and personalities. Begin to consider different points of view and interpretations.
SUBJECT CONTENT	Understand events and changes both within and beyond living memory that are significant locally, nationally or globally.	Find out about the lives of significant individuals in the past who have contributed to national and international achievements.	Use a variety of ways in which to communicate findings and ideas about events, changes, individuals and groups of people.	Compare aspects of life in different periods and from different points of view. Identify aspects of change in national life.
SUGGESTED TOPICS Y1/Y2	The Great Fire of London The first aeroplane flight Goose Fair Events commemorated through festivals or anniversaries (e.g. Remembrance, Diamond Jubilee, Guy Fawkes)	Samuel Pepys Neil Armstrong Rosa Parks and Emily Davison Mary Seacole, Florence Nightingale Edith Cavell Rebecca Adlington		Old toys Castles Homes now and then
	Knowledge and understanding	Historical skills	Communication	Historical interpretation

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.

HISTORY				
Y3	<p>Know that there are several ways of finding out about the past.</p> <p>Be aware that actions taken by people in the past affect our lives today.</p>	<p>Divide the past into different periods of time and represent this on a dated timeline.</p> <p>Work out how many years/decades/centuries have passed since a significant event in our history.</p> <p>Draw accurate conclusions from looking at pictures of events in the past (and justify choices).</p> <p>Use the internet and textbooks to help find out about historical topics.</p> <p>Use a range of sources to ask and answer questions about events in the past.</p>	<p>Begin to write about historical events, organising writing appropriately.</p>	<p>Recognise why eyewitness accounts of a famous event may vary.</p>
Y4	<p>Know that people who lived in the past cooked and travelled differently and used different weapons.</p> <p>Recognise the lives of wealthy people were very different to those of poor people.</p> <p>Recognise how the lives of people who lived in the past would be different from my own.</p>	<p>Use a timeline to sequence events correctly using dates, scale and technical vocabulary (e.g. era, invention, invasion). Show an awareness and use the terms BC and AD (or BCE and CE) to locate appropriate historical dates.</p> <p>Use a simple database to collate historical information and know that a database can be searched by field.</p> <p>Use digital technology to research and present information about historical topics.</p>	<p>Answer questions about the past by combining information from sources and giving reasons for the selection.</p> <p>Present researched information using terminology appropriate to the historical period being studied, including emotion and feelings.</p> <p>Listen to someone presenting historical facts, noting keywords and phrases. Begin to use that information to scaffold own writing.</p>	<p>Understand why different accounts of history can give a positive or negative view of people in history (e.g. Romans).</p>
SUBJECT CONTENT	<p>Understand events, technological and societal changes from the past of local, national or global significance.</p>	<p>Find out about the lives of significant individuals or groups of individuals from the past who have contributed to national and international achievements.</p> <p>Use a variety of sources of information (e.g. film, artefacts, accounts).</p> <p>Evaluate sources of historical information (e.g. primary and secondary sources).</p>	<p>Use a variety of ways in which to communicate findings and ideas about events, changes, individuals and groups of people.</p>	<p>Compare aspects of life in different periods and from different points of view.</p> <p>Identify aspects of change in people's everyday lives and national life.</p>
SUGGESTED TOPICS Y3/Y4	<p><i>The Roman Empire and its impact on Britain:</i></p> <p>Caesar's attempted invasion 55-54 BC.</p> <p>The Roman Empire by AD 42.</p> <p>The power of the Roman army.</p> <p>The successful invasion by Claudius and conquest, including Hadrian's Wall.</p> <p>British resistance and Boudica.</p> <p>'Romanisation' of Britain: sites such as Lincoln and the impact of technology, culture and beliefs, including early Christianity.</p>	<p><i>Early civilizations:</i></p> <p>The Indus Valley</p> <p>Ancient Egypt</p>	<p><i>Anglo Saxons, Vikings and Scots:</i></p> <p>Roman withdrawal from Britain.</p> <p>Scots invasions from Ireland to north Britain (now Scotland).</p> <p><i>Anglo-Saxon invasions, settlements and kingdoms:</i></p> <p>Place names and village life.</p> <p>Anglo-Saxon art and culture</p> <p>Viking raids and invasion (Vikings compulsory).</p>	<p><i>A non-European society that provides contrasts with British history:</i></p> <p>Mayan civilization c. AD 900</p> <p>Benin (West Africa) c. AD 900-1300</p>
	<p>Knowledge and understanding</p>	<p>Historical skills</p>	<p>Communication</p>	<p>Historical interpretation</p>

HISTORY				
Y5	Recognise some of the similarities and differences in living conditions between a time in the past and now (possibly local). Describe some features of an ancient civilization.	Carry out independent research to help generate questions associated with a topic. Place changes in history within a chronological framework. Understand the scale of periods studied by comparison (e.g. Victorians 80 years, Ancient Greece 2,000 years). Use AD and BC (or BCE and CE), along with dates when describing the past.	Write an historical newspaper report with genre features such as headline, lead line and time sequence conventions. Write an argument including evidence from both sides and forming some conclusions (e.g. Elgin Marbles, for/against Victorian child labour). Independently produce a structured account of the legacy of an ancient civilization, using dates and terms as appropriate (e.g. democracy, civic architecture).	Use multi-media presentations to explain own and others' views of events in history. Use the internet in more detail to research information related to an event or person from history.
Y6	Demonstrate a factual knowledge about the everyday lives of men and women in a given period in history, and use it to describe the characteristic features of that era. Use knowledge and understanding of a given period in history to make links with other societies and periods.	Demonstrate the ability to assess the importance of an individual to the history of a period (e.g. Martin Luther King, Nelson Mandela, Emmeline Pankhurst, Winston Churchill). Summarise the main events from a period in history. Use historical vocabulary to search for and report historical information.	When presenting research, viewpoint is well controlled and showing balance where appropriate. Show a degree of empathy with children, women and minorities who lived in the past. Through a multimedia presentation, use information from the internet to show conclusions about my findings. Choose a range of pictures and texts taken from the internet to create an historical article	Reflect on information discovered and draw appropriate conclusions. Collect, collate, analyse and discuss a range of information sources, making comparisons and identifying contrasts.
SUBJECT CONTENT	Understand events, technological and societal changes from the past of local, national or global significance.	Find out about the lives of significant individuals or groups of individuals from the past who have contributed to national and international achievements. Use a variety of sources of information (e.g. film, artefacts, accounts). Evaluate sources of historical information (e.g. primary and secondary sources).	Use a variety of ways in which to communicate findings and ideas about events, changes, individuals and groups of people.	Compare aspects of life in different periods and from different points of view. Identify aspects of change in people's everyday lives and national life.
SUGGESTED TOPICS Y5/Y6	<i>Local history study:</i> A study over time, tracing how several aspects of national history are reflected in the locality, post-1066: Wartime in Nottingham Victorian Nottingham	<i>Ancient Greece:</i> A study of Greek life and achievements, and their influence on the western world (e.g. democracy, theatre, architecture, sports).	<i>Changes in Britain from the Stone Age to the Iron Age:</i> Late Neolithic hunter gatherers and early farmers. Bronze Age religion, technology and travel (e.g. Stonehenge). Iron Age hill forts.	<i>A study of an aspect or theme in British history:</i> 20 th Century leisure and entertainment The Battle of Britain The Victorian railways Queen Victoria and the changing power of monarchs.
	Knowledge and understanding	Historical skills	Communicating	Historical interpretation