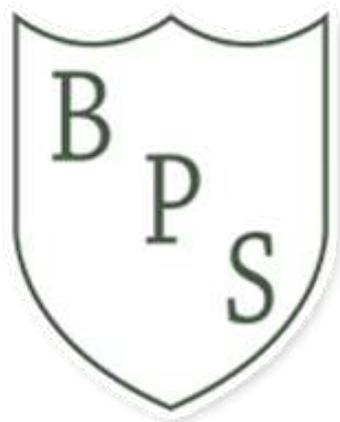


History Policy Document



Written: September 28th 2019 (KC)

To be reviewed, evaluated and updated: September 2020

Introduction

This policy document sets out the curriculum intent, implementation and how impact will be measured for history. At Burnside Primary School, we believe that History makes a valuable and distinctive contribution to pupils' education. Learning about the past and the methods used to study sources and draw conclusions helps pupils understand and contribute to the world in which they live.

History Curriculum Intent

It is intended that by the end of Key Stage 2, our children will have developed their skills as historians alongside their knowledge of historical periods. At Burnside Primary School, we recognise the inextricable links between skills and knowledge and will develop the two strands side by side. We recognise that knowing more and remembering more means we can do more and this is value at the core of all of our teaching. Our children will leave our school as critical thinkers who will analyse the validity of sources they read and be inquisitive about artefacts they have the opportunity to observe. Children will be given the chance to repeat their application of key history skills from unit to unit and also given the opportunity to revisit knowledge through historical links on their timelines, making historical comparisons with time periods already studied and also post learning activities to revisit learning. The history curriculum will support children:

- To develop a sense of identity through learning about their family, the development of their community, Britain, Europe and the world.
- To know what is involved in understanding and interpreting the past.
- To develop a range of skills necessary for historical enquiry and interpretation.
- To arouse an interest in the past and an appreciation of human achievement.
- To understand the present in the light of the past; the influence that events in the past have in shaping the present.
- To develop their knowledge and understanding of major issues and events in the history of their own country and others.
- To acquire a chronological structure and language in order to provide a frame-work for understanding the past.
- To understand the difference between the past and present and that people of other times and places may have held different values and attitudes from ours.
- To enrich other areas of the curriculum.

Throughout their time at Burnside Primary School, pupils will explore a wide range of aspects of history. These aspects can be seen as historical skills, concepts, and attitudes and values.

| Skills linked to... | Concepts linked to... | Attitudes and Values linked to... |
|----------------------------|------------------------------|--|
| Observation | Chronology | Empathy |
| Sequencing | Change and continuity | Tolerance |
| Questioning | Interpretation | Respect |
| Understanding | Similarities and differences | Curiosity |
| Enquiry | Knowledge | Points of view |
| Reasoning | | Bias |
| Explaining | | |

Chronology

There is a strong focus on developing pupils' sense of chronology throughout the curriculum so that they can make connections within and across the areas studied. In Upper Key Stage 2, pupils follow a diachronic theme of 'War', allowing them to see comparisons and differences as well as a 'big picture' of the past. This approach, of making links between different times in the past, provides pupils with a strongly based structure or framework through which to develop their understanding. In Year 3, for example, pupils will have the opportunity to compare images of bronze artefacts from the Bronze Age and Ancient Egypt. In Year 5, pupils investigate the legacy of the Greeks and how they have influenced our lives today. In Year 4, pupils study the Romans and then Invaders and Settlers, enabling them to see the legacy that the Romans left behind. Individual timelines are fixed into the cover of the KS2 exercise books in order to develop chronological knowledge over time and enable pupils to place events and people in relation to others.

Key Stages

In the **Early Years**, the emphasis is on the pupils and the experiences they bring. History is taught through 'Understanding of the world.' Simple time vocabulary is introduced and the focus will be on artefacts and images that pupils can handle and discuss.

At **Key Stage 1**, the curriculum is based around themes enabling teachers to meet the requirements to compare significant people and events across time. The four main areas covered are:

- Changes within living memory (houses and homes, seaside)
- Events beyond living memory (Great Fire of London)
- Significant individuals (Flight, Grace Darling, Guy Fawkes)
- The local area

It is hoped that this learning will begin with pupils and then expand to their knowledge of the time period of their parents and grandparents. Once the concept of 'past' is grasped, pupils in Key Stage 1 will then begin to focus on significant events and people beyond living memory.

At **Key Stage 2**, in order to ensure that the integrity of history is not compromised, history is taught as a separate subject. This ensures full coverage of the skills and experiences that we want our pupils to have. In mapping out the units at Key Stage 2, we have considered the following:

- Chronology
We have chosen to follow a chronological order where possible; however. the teaching of the Greeks and associated skills (such as legacy) are more suitable to Upper Key Stage 2.

- Thematic Unit

The long term diachronic or thematic unit is taught in Year 6, as it allows pupils the opportunity to make links, look back and make connections with earlier units.

- Local History

Pupils in Year 1 will investigate our locality in the past, while pupils in Year 3 will find out about how our locality has changed since the school was built. In Year 6, pupils will cover local history within their unit of WW2, thus tailoring pupils' learning of history to local circumstances.

- In-depth studies

Some units are taught in-depth for a longer time and over a longer period. These units were chosen because:

-they focus on the development of key skills (the legacy of the Greeks)

-have links to our locality (Romans, WW2)

-are enjoyed by our pupils and cross over other periods, thus enabling pupils to make connections and compare similarities and differences. (Ancient Civilisations)

Units taught at Key Stage 2

Year 3: Stone Age to Iron Age gives an overview of this very long period in time with pupils focusing on the two concepts of change and continuity. This then allows comparison with the Ancient Civilisations which is covered in depth. Pupils will also complete a shorter unit focusing on how their locality has changed since 1877.

Year 4: Roman Britain looks closely at the reasons for the expansion of the Roman Empire and why it came to an end. The Invaders and Settlers are combined into one longer in-depth unit and focuses on causation-why different groups of people came to Britain.

Year 5: Pupils will explore why Ancient Greece has had such a long lasting legacy, as well as ideas, beliefs and attitudes, focusing on the role of women. Pupils then compare the technological works of a range of famous architects and scientists who shaped our history. They draw upon their knowledge of inventors from KS1 in order to gain depth and chronology of study.

Year 6: An in-depth unit on conflict (including WW2) allows pupils to develop an awareness of evidence through propaganda, as well as investigating life in our locality. A local study allows the children to explore the changes and effects of these upon the local area through the ages.

See Appendix 1 for End of Year Key Skills and Knowledge for each year group.

Implementation

Equality and Diversity

It is the responsibility of all teachers at Burnside Primary School to ensure that all pupils, irrespective of ability, race, gender, age, faith, sexual orientation, and disability are given full access to the history curriculum and make the greatest possible progress in accordance with recent legislation.

The history programme of study enables pupils to understand that Britain's rich cultural heritage can be further enriched by the multi-cultural British society of today. British values of democracy, rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs are integrated into the Curriculum according to the 2011 Prevent Strategy.

Teaching and Learning

At Burnside Primary School, we use a variety of teaching and learning styles in history. We utilise whole class teaching methods and combine these with enquiry-based research activities. Key questions will introduce every activity. Pupils will work individually, in pairs, in groups and as a class. To ensure we meet the needs of all learners, lessons may be differentiated using resources, careful questioning, expected outcome or support from peers/adults.

We believe our pupils learn best when they have a 'hook' to stimulate their curiosity in a unit. These 'hooks' may be:

- Artefacts, with which pupils can handle, discuss and generate questions about.
- Trips to local museums and places of interest.
- Visitors who can talk about their own experiences of the past
- Historical actors

In addition to these activities, pupils will also have the opportunity to:

- Use secondary resources such as books and photographs
- Use drama to act out historical events
- Undertake fieldwork activities
- Use the internet for research purposes

Flashbacks

Flashback sheets are used to repeat and revisit key information. They may be used to recall facts or they may be used to make quick and simple comparisons between the current time period being studied and a previous time period.

Displays

- A large timeline will be displayed in each classroom with arrows pointing to the time periods the children have studied
- Key vocabulary from the ladder will be displayed in the classroom
- A history topic display will be displayed with key questions, key information and children's comments and work

Assessment and Recording

Recording and evidencing

- A timeline is fixed in the front of the history jotter of every child in order to record their history journey through out their time at Burnside.
- The jotters will show evidence of at least six independent tasks throughout each unit including a longer, open ended task for the final piece of writing
- The jotters will show evidence of a range of task which build upon a range of skills. At Burnside Primary School, we recognise that there is certainly a place in History for short, closed, knowledge building activities but also that children must be exposed to open ended task which allow them to build independent skills
- Where the activity has been practical, teachers will photograph the activity and ask children to write a short explanation of what they have learned to accompany it. If this is not appropriate (due to the age or ability of the child), the teacher may write a short explanation of the learning which has taken place. Alternatively, the activity may be recorded in the class History floor book.
- ‘Touch marking’ is used by teachers or pupils for closed tasks
- Quality marking is used at the end of the unit when children are required to draw upon all of their knowledge and skills to answer a question about the topic. The answer to this question could be as part of a presentation, an ICT based project or a piece of writing.

Assessment

At Burnside Primary School, assessment is integral to the teaching process. Assessment is used well to help learners embed and use knowledge fluently or to check understanding and inform future teaching. It also allows us to judge the progress that pupils have made in historical understanding. In order to make an assessment of an activity, we need to be clear about the purpose of the activity and of the evidence that we expect to see in order to know whether pupils have achieved the expected aim. Assessment also allows us to identify those pupils who need additional support, evaluate the effectiveness of our strategies and improve our teaching.

In order that we can make accurate assessments of our pupils, it is important that teachers build up knowledge of the progression of the key concepts and processes in history as expectations for what pupils can achieve will be different for pupils in different year groups.

Assessment is best judged over time. Teachers therefore need to identify opportunities within their planning that allow pupils to demonstrate their understanding. Historical understanding can be assessed through a variety of tasks, such as art, diagrams, role play and writing.

At the end of each unit, the teacher will make an overall assessment based on the key concepts and processes identified in his/her planning. Pupils will be assessed as having met the intended objectives, working towards them or exceeded them. Teachers will refer to the progression in the history skills document to support them in making judgements.

Impact

The broad and balanced History curriculum at Burnside Primary School allows learners to acquire a detailed knowledge and develop transferable skills which prepares them for the next stage in their education and for adult life. Attainment and progress in History is evidenced in exercise books and also in displays around school.

Role of the Subject Co-ordinator

The history co-ordinator will monitor the implementation of this policy and review and amend it as necessary. Monitoring of standards in history will be undertaken through:

- Observation of lessons
- Scrutiny of pupil jotters
- Discussion with pupils
- Moderation of pupil work

The history co-ordinator will also be responsible for reporting to the Governing Body on standards and developments in history on an annual basis. A subject improvement plan will detail steps needed to progress standards in history. This will be updated termly and reviewed annually.

APPENDIX 1

End of Year Expectations Summary

By the end of Year 1 children will:

| Skills | Knowledge |
|--|---|
| Sequence more than three life events | Name three castles in England |
| Match objects to people from different periods in history | Recognise and name three members of the Royal family including Queen Elizabeth II |
| Understand that historical events impact upon the modern world | Name the main parts of a castle including turret, castle wall and drawbridge |
| Understand and discuss the past | Explain the location of castles |
| | Have visited an English castle |
| | Draw comparisons between toys now and in the past |
| | Know key differences between houses now and in the past |
| | Talk about women who shaped the past |

By the end of Year 2 children will:

| Skills | Knowledge |
|--|--|
| Compare two sources from the same event | Recognise why people did things, why events happened and what happened as a result |
| Sequence artefacts and events within and beyond living memory on a timeline. | Know the main events which led to the Great Fire of London |
| Identify similarities and differences between events and people in the past and modern day comparisons | Know about at least one other major event in History |
| | Understand how interventions have impacted on our lives today |
| | Explain in detail the series of events which led to a famous invention |

By the end of Year 3 children will:

| Skills | Knowledge |
|--|---|
| Sequence events, sources and artefacts | Know the three sub periods of the Stone Age |
| Identify reasons for actions | Understand the key factors affecting survival during the Stone Age period |
| Identify and give reasons for the different ways the past is represented | Describe the significance of pyramids during a set time period |
| Compare and evaluate different sources | Know similarities and differences between the Mayans and Ancient Egypt |
| | Identify the main changes in the locality through time |

By the end of Year 4 children will:

| Skills | Knowledge |
|---|--|
| Sequence events, sources and artefacts within and beyond the period studied | Know some major achievements and legacies from the Roman Period |
| Look for links and effects of events and actions in a given period of history | Know key facts from an event during the Roman period |
| Explain why particular events in history occurred | Recall the main factors of the Romanisation of Britain |
| Identify how historical actions impact upon our lives today | To know the main characteristics of the invaders and settlers (Normans, Vikings, Anglo-Saxons) |
| Choose relevant information to answer a key question | To know about a key area/event in the time period and its impact on our lives today |

By the end of Year 5 children will:

| Skills | Knowledge |
|--|--|
| Sequence key events, sources and artefacts within and beyond the period studied and make comparisons | Know the main ways an ancient civilisation has impacted on our modern lives |
| Compare different perspectives in a specific time period eg. Men and women, soldiers and civilians | Explain the legacy that the Ancient Greeks left behind |
| Examine causes and results of events within and beyond the time period | Recall famous architects and their influence on modern Britain |
| Compare sources critically | Explain the impact of the invention of the bridge/railway network though history |
| Draw conclusions about a historical event based on sources from different points of view | |
| Begin to identify primary and secondary sources | |
| Select relevant information to answer an open ended question about a significant event in history | |

By the end of Year 6 children will:

| Skills | Knowledge |
|--|---|
| Sequence key events, sources and artefacts within and beyond the period studied and draw conclusions | Know the main features of war in the past and present |
| Find out about beliefs, behaviour and characteristics of people, recognising similarities and differences | Explain how war has changed over time |
| Evaluate how events in history have shaped our modern world | |
| Compare sources critically and compare their validity | Describe the impact of conflict upon our modern lives |
| Draw conclusions about a historical event based on sources from different points of view within the time period and beyond | |
| Select relevant information to give a broad and balanced view of a significant event in history | |

Alongside these key skills and knowledge, teachers will be planning teaching and learning to ensure breadth of learning including skills, concepts and attitudes.

APPENDIX 2

End of Unit Assessment Sheet

| Unit title: | | |
|-----------------|--------------------------|---------------------------|
| Key objectives: | | |
| Key skills: | | |
| Working towards | Age related expectations | Working above age related |
| | | |

Next steps:

APPENDIX 3

Burnside Primary School: History Vocabulary Ladder

Reception

history, past, time, order, objects, look, touch

Year 1

sequence, different, same, period, fact, fiction, observe, handle, castle, king, queen, royal, battle, power, turret, castle walls, drawbridge, home, toy, material, invention, inspiration

Year 2

timeline, chronological, compare, similarities, differences, recognise, reasons, result, source, artefact, answer, question, significant, invention, inventor, space, technology, vehicle, travel, effect

Year 3

actions, reasons, impact, representation, compare, evaluate, select, record, relevant, Stone age, ice age, bronze age, chronology, cave, borer, gatherer, tribe, Neolithic, community, Palaeolithic, evolve, weapons, ancient, civilisation, Egypt, scriptures, pyramid, tomb, sarcophagus, pyramid, tomb, mummification, papyrus

Year 4

sequence, period, links, effects, occur, historical actions, legacy, conclude, consequence, achievement, legacy, influence, conquer, army, emperor, republic, supremacy, invaders, settlers, runes, confrontation, crusade

Year 5

points of view, bias, primary, secondary, relevance, appraise, reliability, critique, architecture, technological advances, industrial revolution, infrastructure, ancient

Year 6

Perspective, applicability, prejudice, preconception, historical significance, consequence, conflict, war, prisoner of war, propaganda, locality