

# Woodlands Primary School



## HISTORY POLICY & STATEMENT OF INTENT

<b>Status:</b>	Current	
<b>Date Adopted by Governing body:</b>	February 2020	
Created by Chris Martindale	February 2020	
<b>Review by Curriculum Committee:</b>	February 2022	2 years

## **1. Curriculum Statement - History**

### **Intent**

History has always been held in high regard at Woodlands School, with Salisbury's rich history it is important that the children are made aware of important historic buildings and monuments within the local area. The history curriculum at Woodlands makes full use of resources within the immediate and wider local area enabling children to develop a deep understanding of the rich history of their locality.

Topics are informed by the National Curriculum and are sensitive to children's interests, as well as the context of the local area. The history curriculum at Woodlands is carefully planned and structured to ensure that current learning is linked to previous learning and that the school's approaches are informed by current pedagogy. In line with the National Curriculum 2014, the curriculum at Woodlands aims to ensure that all pupils: Gain a coherent knowledge and understanding of Britain's past and that of the wider world which helps to stimulate pupils' curiosity to know more about the past; Are encouraged to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement; Begin 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.

### **Implementation**

History is taught in blocks throughout the year, so that children achieve depth in their learning. Subject leaders have identified the key knowledge and skills of each topic and consideration has been given to ensure progression across topics throughout each year group across the school. 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 Egypt.

Writing opportunities in history are specifically planned for, with strong links between the History Curriculum and the English Curriculum enabling further contextual learning. The local area is also utilised to achieve the desired outcomes, with opportunities for learning outside the classroom. Planning is informed by and aligned with the National Curriculum and all staff complete one page unit overviews to ensure there is good progression in learning. In addition, staff have access to the History Association resources, of which the school is a member.

Consideration is given to how greater depth will be taught, learnt and demonstrated within each lesson, as well as how learners will be supported in line with the school's commitment to inclusion. Outcomes of work are regularly monitored to ensure that they reflect a sound understanding of the key identified knowledge.

The Early Years Foundation Stage (EYFS) follows the 'Development Matters in the EYFS' guidance which aims for all children in reception to have an 'Understanding of the World; people and communities, the world and technology' by the end of the academic year.

### **Impact**

Outcomes in CFL (Context for Learning) and Writing books, evidence a broad and balanced History Curriculum and demonstrate the children's acquisition of identified key knowledge. Children are involved in reviewing the agreed successes at the end of every session. Children complete end of unit assessment activities to assess and show what they have learned comparative to their starting points.

Emphasis is placed on analytical thinking and questioning which helps pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world and are curious to know more about the past. Through this study pupils learn to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.

## **2. Teaching and Learning**

Across the whole school, there are four key historical learning strands that the children will explore over the course of their education at Woodlands –

- To investigate and interpret the past.
- To build an overview of world history.
- To understand chronology.
- To communicate historically.

As pupils develop these skills in a range of contexts, so too will they develop the ability to be independent learners, using the key historical skills they have gained to analyse, question and compare sources of evidence to form their own judgements about the past. Learning from these strands helps children to foster an enthusiasm and sense of curiosity about the past, encouraging pupils in their first steps towards being life-long learners.

The learning intention for each lesson is informed by the National Curriculum 2014 and children are guided towards this within each lesson through the use of success criteria.

## **3. 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.

- Work scrutiny 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.
- Use of LOs for each lesson with child and teacher review of the agreed success criteria.
- Progression and achievement is tracked against learning objectives and is recorded on the INSIGHT assessment tracking system.

#### **4. Planning and Resources**

Existing, history resources are stored centrally in the Humanities Resource Area and are organised into unit themes, which are clearly labelled. We keep these in a central store, where there is a box of equipment for each unit of work. The library contains a good supply of history topic books to support children's individual research.

Teachers have identified the key knowledge that is being taught, as well as the skills that are being developed across each topic, and these are recorded on the 'History – Key Knowledge and Skills Mapping' Document. These are also explicitly outlined on each unit overview, which makes explicit links to the National Curriculum 2014. Key vocabulary is also identified, as well as how consideration to the school's context has informed the programme of study. Cross curricular outcomes are also identified prior to teaching and these are evidenced through outcomes of work, as well as being stated explicitly in planning.

#### **5. Organisation**

At Woodlands, we follow a blocked curriculum approach to learning, which means that pupils study a history topic for two or three weeks a term in the afternoons, rather than having one lesson per week. This allows children to enhance their knowledge of history and develop related skills through focused daily learning, throughout the duration of each block. This model also promotes the children in being able to achieve a greater depth of understanding of each topic.

#### **6. EYFS**

Early years explore historical themes and content through the Understanding of the World strand of the EYFS curriculum. This involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places and time. They are assessed according to the Development Matters Attainment targets.

## 7. KS1 and KS2

During Key Stage 1, children begin to develop an awareness of the past, using common words and phrases relating to the passing of time. They start to 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 demonstrate a growing confidence and accuracy when using commonplace historical vocabulary. Through literacy and drama, children become able 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 start to use, and begin to evaluate, some of the ways in which we find out about the past and identify different ways in which it is represented.

Children are taught to identify **changes within living memory**, by examining how toys and entertainment have changed within living memory and what this reveals about changes in national life. Children also **investigate events beyond living memory**, to develop a growing sense of chronology and awareness of time and changes over time. As part of this focus children will study the Great Fire of London and how homes have changed over time.

We will also study the lives of significant individuals in the past who have contributed to national and international achievements; the specific individuals studied will link to and support cross curricular link; however we plan to study Samuel Pepys, Neil Armstrong, Christopher Columbus, Rosa Parks, Emily Davidson as well as Mary Seacole and Florence Nightingale.

As part of our study of **significant historical events, people and places in their own locality**, we will look at the history of Magna Carta and how Salisbury has changed since 1900.

Throughout 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. This sense of understanding of chronology will be referred to throughout this Key Stage so that children become secure in their understanding of important historical events and eras, 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. Children will learn to select, organise, review and present relevant historical information. Children will begin to understand how our knowledge of the past is constructed from a range of sources and that sources need to be carefully evaluated. Progression, through this Key stage, should allow pupils to understand both the long arc of development and the complexity of specific aspects of the content.

During this Key Stage, children are learning about the changes that happened in Britain from the Stone Age, through the Bronze Age to the Iron Age. They will also learn about the Roman Empire and its impact on Britain; both in the short term and to the present day. This study will be followed by an investigation of Britain's settlement by the Anglo-Saxons and Scots culminating in a study of the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. We will study these periods of history in a broad chronological order, to help support children's understanding of chronology and trends over time.

We will study the impact of the World War II and the Blitz on the local community, showing how several aspects of national history are reflected in the locality. Children will also explore the theme of propaganda in World War Two and how it was used to help defeat Nazi Germany.

In addition to this focus on British history, we will study the achievements of the earliest civilizations, giving children an overview of where and when they first appeared and also the opportunity to study in depth early civilizations such as Ancient Egypt.

Children's study of ancient civilisations will be extended by investigation of Ancient Greece, where children will study Greek life, the major achievements of this society and its influence on the western world. To further complement children's understanding of society, children will have the opportunity to study a non-European society that provides contrasts with British history, using the Mayan civilization as the context of this comparison.

## **8. Equal Opportunities**

At Woodlands Primary school, we are committed to providing a teaching environment which ensures all children are provided with the same learning opportunities regardless of social class, gender, culture, race, special educational need or disability. Teachers use a range of strategies to ensure inclusion and also to maintain a positive ethos where children demonstrate positive attitudes towards others.

Support for specific individuals is well considered and planned for, with consideration given to how greater depth and further challenge can be provided for and demonstrated by children who require further challenge.

## **9. Inclusion (e.g. EAL/SEN/PPG/Provision for HA)**

All pupils are entitled to access the History curriculum at a level appropriate to their needs.

To ensure inclusion, teachers use a range of strategies in line with the school's inclusion planning key. Independent tasks, as well as teaching, are also well-adapted to ensure full accessibility, as well as to provide appropriate challenge to different groups of learners.

The school makes full use of additional adults who are deployed effectively to ensure that identified children are able to make progress in each curriculum area, according to their full potential.

Opportunities for enrichment are also fully utilised, to ensure a fully inclusive and engaging History curriculum and this is supported through a number of links with places of geographical interest in the immediate and wider locality (e.g. Stonehenge) and regular heritage projects which engage the children further through practical learning activities.

## **10. Role of the Subject Leader**

The coordinator's responsibilities are:

- To ensure a high profile of the subject
- To ensure a full range of relevant and effective resources are available to enhance and support learning.
- To model the teaching of history
- To ensure progression of the key knowledge and skills identified within each unit so that these are integral to the programme of study and secure at the end of each age phase.
- To carry out work scrutiny after each History unit, feedback to members of staff and ensure that key knowledge is evidenced in outcomes, alongside and as supported, by SLT
- To monitor planning and oversee the teaching of History
- To lead further improvement in and development of the subject as informed by effective subject overview and the action plan for History
- To ensure that the History Curriculum has a positive effect on all pupils, including those who are disadvantaged or have low attainment
- To ensure that the History Curriculum takes account of the school's context, promotes children's pride in the local area and provides access to positive role models from the local area to enhance the History Curriculum
- To ensure that approaches are informed by and in line with current identified good practice and pedagogy
- To ensure that History assessment data is updated using the INSIGHT tracking system

## **11. Community Links**

We, at Woodlands actively encourage the involvement of the wider community to help support the teaching of history. The Chalk Valley History Festival which is held each year and is attended by our Year 6 pupils has helped to establish greater involvement with the wider community. At this event they are able to share their knowledge and expertise of our local area.

Appendix:

### Key Skills Acquisition Ladder History

<b>Year 1 History</b>	
Chronological Understanding <i>Significant individuals, the Great Fire of London &amp; Local History (Magna Carta)</i>	Sequence some events or 2 related objects in order
	Use words and phrases: old, new, young, etc.
	Remember parts of stories and memories about the past
Knowledge and understanding of past events <i>Significant individuals and the Great Fire of London</i>	Tell the difference between past and present in own and other people's lives
Historical interpretation <i>Significant individuals, the Great Fire of London &amp; Local History (Magna Carta)</i>	Begin to identify and recount some details from the past from sources (e.g. pictures, stories etc.)
Historical enquiry <i>Significant individuals, the Great Fire of London &amp; Local History (Magna Carta)</i>	Find answers to simple questions about the past from sources of information (e.g. pictures, stories)
Organisation and communication <i>Significant individuals, the Great Fire of London &amp; Local History (Magna Carta)</i>	Show knowledge and understanding about the past in different ways (e.g. role play, drawing, writing and talking).

<b>Year 2 History</b>	
Chronological Understanding <i>How did phone technology change in the last 20 years? What are the differences between Rosa Parks and Emily Davidson?</i>	Recount changes in own life over time.
	Use words and phrases such as: recently, before, after, now, later.
	Use past and present when telling others about an event.
Knowledge and understanding of past events <i>What are the differences between Rosa Parks and Emily Davidson? How was life different in the Titanic compared to the QE2?</i>	Use information to describe the past.
	Use information to describe differences between then and now.
	Recount main events from a significant event in history.
	Use evidence to explain why people in the past acted as they did.
Historical interpretation <i>What are the differences between Rosa Parks and Emily Davidson?</i>	Understand why some people in the past did things.
Historical enquiry <i>How was life different in the Titanic compared to the QE2?</i>	Look carefully at pictures or objects to find information about the past.
	Ask and answer questions such as: 'what happened in the past?' 'What was it like for a ...?' 'how long ago did it happen?' etc.
Organisation and communication <i>What are the differences between Rosa Parks and Emily Davidson? How was life different in the Titanic compared to the QE2? How did phone technology change in the last 20 years?</i>	Write simple stories and recounts about the past.



<b>Year 3 History</b>	
<b>Chronological Understanding</b> <i>How Britain changed from the Stone Age to the Iron Age</i> <i>What impact did the Roman Empire have on Britain?</i>	Use timelines to place events in order
	Understand that timelines can be divided into BC and AD.
<b>Knowledge and understanding of past events</b> <i>How Britain changed from the Stone Age to the Iron Age</i> <i>What impact did the Roman Empire have on Britain?</i>	Use evidence to describe the past: Houses and settlements; culture; clothes, way of life and actions of people; buildings and their uses; people's beliefs and attitudes; differences between lives of rich and poor.
	Use evidence to find out how many of these have changed during a time period.
	Describe similarities and differences between people, events and objects.
<b>Historical interpretation</b> <i>What impact did the Roman Empire have on Britain?</i>	Look at two versions of the same event and identify differences in the accounts.
<b>Historical enquiry</b> <i>How Britain changed from the Stone Age to the Iron Age</i> <i>What impact did the Roman Empire have on Britain?</i>	Use a variety of different sources to collect information about the past.
	Ask questions such as 'how did people...?' 'What did people do for..?'
	Suggest sources of evidence to use to help answer questions.
<b>Organisation and communication</b> <i>How Britain changed from the Stone Age to the Iron Age</i> <i>What impact did the Roman Empire have on Britain?</i>	Present findings about past using speaking, writing, ICT and drawing skills.
	Use dates and terms with increasing accuracy.

<b>Year 4 History</b>	
<b>Chronological Understanding</b> <i>How did the Anglo-Saxons Live? How did life change after the Viking invasion?</i> <i>What were the greatest achievements of the Ancient Egyptians?</i>	Use words and phrases: century, decade, BC, AD, after, before, during.
	Name and place dates of significant events on a timeline.
<b>Knowledge and understanding of past events</b> <i>How did the Anglo-Saxons Live? How did life change after the Viking invasion?</i> <i>What were the greatest achievements of the Ancient Egyptians?</i>	Show knowledge and understanding by describing features of past societies and periods.
	Identify some ideas, beliefs, attitudes and experiences of men, women and children from the past.
	Give reasons why changes in houses, culture, leisure, clothes, buildings and their uses, things of importance to people, ways of life, beliefs and attitudes may have occurred during a time period.
<b>Historical interpretation</b> <i>How did the Anglo-Saxons Live? How did life change after the Viking invasion?</i> <i>What were the greatest achievements of the Ancient Egyptians?</i>	Give reasons why there may be different accounts of history.
<b>Historical enquiry</b> <i>All units as above</i>	Understand the difference between primary and secondary sources of evidence.
	Use documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.
	Ask questions such as 'what was it like for a ..... during .....?'
<b>Organisation and communication</b> <i>All units as above</i>	Present findings about past using speaking, writing, maths (data handling), ICT, drama and drawing skills
	Use dates and terms correctly.

<b>Year 5 History</b>	
<b>Chronological Understanding</b> <i>What was life like in the trenches? How did Britain change during WW1? What influence has Ancient Greece had on the Western World?</i>	Use timelines to place and sequence local, national and international events.
	Sequence historical periods.
	Describe events using words and phrases such as: century, decade, BC, AD, after, before, during, era, period.
<b>Knowledge and understanding of past events</b> <i>What was life like in the trenches? How did Britain change during WW1? What influence has Ancient Greece had on the Western World?</i>	Give some causes and consequences of the main events, situations and changes in the periods studied.
	Identify changes and links within and across the time periods studied.
<b>Historical interpretation</b> <i>What was life like in the trenches? How did Britain change during WW1?</i>	Look at different versions of the same event and identify differences in the accounts, giving clear reasons why the accounts may be different
<b>Historical enquiry</b> <i>What was life like in the trenches? How did Britain change during WW1? What influence has Ancient Greece had on the Western World?</i>	Use documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.
	Ask a range of questions about the past.
	Choose reliable sources of evidence to answer questions.
<b>Organisation and communication</b> <i>All units as above</i>	Present structured and organised findings about the past using speaking, writing, maths, ICT, drama and drawing skills.
	Use dates and terms accurately.

<b>Year 6 History</b>	
<b>Chronological Understanding</b> <i>How has Salisbury changed since 1900?</i>	Use timelines to place events, demonstrating changes and developments in culture, technology, religion and society
	Describe main changes in a period in history using words such as: social, religious, political, technological and cultural
<b>Knowledge and understanding of past events</b> <i>What were the plans of the Gunpowder plotters?</i>	Choose reliable sources of factual evidence to describe: houses and settlements; culture and leisure activities; clothes, way of life and actions of people; buildings and their uses; people's beliefs, religion and attitudes; things of importance to people; differences between lives of rich and poor
	Give own reasons why changes may have occurred, backed up with evidence
	Make links between some features of past societies
<b>Historical interpretation</b> <i>What were the plans of the Gunpowder plotters? Why did Britain win the Battle of Britain? How did propaganda help defeat Nazi Germany?</i>	Understand that the past has been represented in different ways, suggesting accurate and plausible reasons how and why this has happened
	Know and understand that some evidence is propaganda, opinion or mis-information
<b>Historical enquiry</b> <i>What were the plans of the Gunpowder plotters? Why did Britain win the Battle of Britain? How did propaganda help defeat Nazi Germany? How has Salisbury changed since 1900?</i>	Identify and use different sources of information and artefacts
	Evaluate the usefulness accurateness of different sources of evidence
	Form own opinions about historical events from a range of sources
<b>Organisation and communication</b> <i>All units above</i>	Present information in the most appropriate way (written explanation, tables and charts, labelled diagram etc
	Make accurate use of specific dates and terms

