

Bill Quay Primary School



History Policy

Purpose of this policy

The purpose of this policy is to outline our practice in history and the principles upon which it is based. It sets out a framework within teaching and non-teaching staff can work, and gives guidance on planning, teaching and assessment.

Rationale

‘History is the story of who we are and how we’ve got to be there. So, it is fundamentally important in our sense of ourselves.’ (Lipscomb 2013)

History is the study of the past: a puzzle that leads to a greater understanding of the world. The events of the past not only shape our reality, but also inform our day-to-day lives. Studying history, therefore, is paramount to our understanding of the world. It develops skills that are transferable and will influence other aspects of our lives.

At Bill Quay Primary School, pupils are provided with many opportunities to be immersed in stories about the past, as well as learning key facts, knowledge and details. As well as this ‘content’, pupils will learn about the ‘processes’ involved in studying history. This means understanding why something has happened, what caused it and the consequences of the actions of others. This enquiry-based approach supports our pupils to develop as historians and aims to ‘equip them to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement’ (DfE 2013).

History allows pupils to foster a keen appreciation of the world that has gone before them. Not only does it broaden their horizons about the past, it also enhances and supports learning in other areas of the curriculum.

Aims of this Policy

- To develop an interest in the past and an appreciation of human achievements and aspirations;
- To understand the values of our society;
- To understand how the past was different from the present and that people of other times and places may have had different values and attitudes from ours;
- To develop a sense of chronology so that pupils can organise their understanding of the past;
- To learn about key events in the history of the locality, country and world;
- To develop key historical skills;
- To develop an understanding of how the past has influenced the present.

The History Curriculum

Our history curriculum follows the National Curriculum Programmes of Study (DfE 2013). In designing it, we have utilised our proximity to the River Tyne, the rich history of our locality and our school Victorian building. Three units of learning enable pupils to investigate similarities and differences within our locality, including the role of the river in industry and ship building, and the opportunity to study the impact of WW2 on our school and neighbourhood. We also take advantage, within our long term planning, of exciting places to visit in our local area, such as Segedunum, Jarrow Hall and various museums.

We aim to ensure that our history curriculum is coherent and makes sense. This combines both the content of history (substantive knowledge: abstract concepts such as invasion and empire) and the process of finding out about the past (disciplinary knowledge) through developing lines of enquiry. These lines of enquiry are generated by using key questions for pupils to investigate. Across a unit of work, pupils will be taught both substantive and disciplinary knowledge so that they develop the skills necessary to analyse sources and, in later years, construct historical arguments. Coherence will also be developed through the linking of content across units of learning and by making comparisons between them.

Substantive Concepts

The National Curriculum Programmes of Study list important substantive concepts that children need to understand across the key stages. Children need to learn specific terms over time so that they can add to the associations connected with those terms that are stored in their long-term memories. We have identified a set of concepts that will be encountered throughout the key stages and are important for future learning.

Empire	Emperor	Slave
Invasion	Migration	Society
Power	Civilisation	Trade
Tribe	Clan	Voyage
Military	Beliefs	Settlements
Kingdoms	Defence	Ancient

These concepts listed above will be introduced to children throughout the key stages. For example, the term, civilisation will be first introduced in Year 1. Pupils will be introduced to the word 'city' for the first time in their topic, The Great Fire of London, a term that they will encounter again in Key Stage 2 when studying civilisations that developed from living in cities, such as Rome. In Year 3, pupils will learn that the Egyptian civilisation grew up along the Nile. When pupils compare the characteristics of the early civilisations in Year 5, they will be building their knowledge of the features that they share – for example, common development along the fertile banks of great rivers, an agricultural surplus that could be used for trade, and urban dwellings concentrated in built-up towns and cities. Some of this knowledge would be built on prior learning about the nature of living in a city, first encountered in the study of seventeenth-century London in Key Stage 1.

Disciplinary Concepts

Through the teaching of disciplinary concepts, pupils ‘learn how evidence for a claim can be constituted and the conditions under which valid claims can be made. They learn how historians and others construct accounts about the past, building on and challenging or refining the work of others. Pupils learn how argument and debate can be underpinned by shared principles of enquiry, and how this can drive and test new knowledge and insight about shared pasts.’ (Ofsted Research Review 21)

The following disciplinary concepts are revisited at regular intervals, regardless of the content being taught:

- Chronology
- Change and continuity
- Interpretation
- Similarities and Differences
- Significance
- Cause and consequence

Chronology

Chronology can be seen as key in the planning and development of coherent chronological knowledge. Learning about chronology involves:

The ‘Big Picture’

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. Whenever a new topic is begun, teachers begin by relating it to previous topics studied using questions such as, “Where does our new learning fit into the framework of what we already know?” “How does our new learning link with what we already know?”

In Upper Key Stage 2, pupils follow a diachronic theme of ‘Crime and Punishment’, 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 make comparisons with houses from the Bronze Age and Ancient Egypt. In Year 5, pupils investigate the legacy of the Greeks and how they have influenced both our lives today and other periods in our British history. In Year 4, pupils study the Romans and then the Saxons, enabling them to see the legacy that the Romans left behind.

Sequencing and Duration

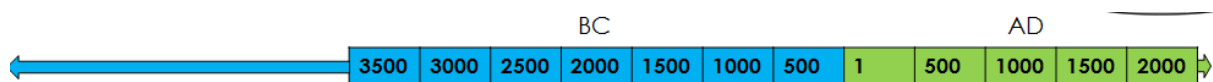
Children will learn how to place events in order as well as developing a sense of the length of time that a period lasted. Timelines in each class are actively referred to and added to as new units are introduced. These include dates, pictures and pupils' work. By revisiting material on a regular basis, key information can be stored more effectively in children's long-term memory.

At Key Stage 1, timelines are split into 'within living memory' and 'beyond living memory' as shown below.



Previous learning is placed alongside new learning to introduce the idea of an overall framework in a visual way.

At Key Stage 2, timelines are organised into sections of 500 years and allow pupils to see the comparative duration of each period and understand that periods may overlap. By placing both British History and World History onto the timeline, pupils will understand how the two are interlinked.



Language and Terminology

The role of history in developing a broad and deep vocabulary is key. These are mapped out in our long term overviews for each year group.

Sense of Period

It is important that pupils understand what is special and distinctive about a period they are studying. Each unit of study will therefore include a set of questions so that pupils can compare similarities and differences between earlier units taught. Pupils will be able to answer questions such as "What did they eat/wear? What did the houses look like?" As pupils progress through Key Stage 2, they will answer questions such as "What ideas shaped this period?" These 'characteristic features' enable pupils to make links between different feature of a society and to explain beliefs and attitudes of why people might have had those ideas. They will also be able to make comparisons between periods, such as comparing the Anglo-Saxons to the Mayans. Pupils will also learn that civilisations did not remain constant for the duration that it lasted.

Progression within chronology

Early Years

- Can sequence relevant events or experiences in their own lives.
- Can talk about past and present events in their own lives and family members.
- Describe main story settings, events and characters.
- Use everyday language related to time.

KS1

- Can sequence relevant events in the topic studied.
- Use common words and phrases relating to the passing of time.
- Know where events and people studied fit into a chronological framework.
- Identify similarities and differences between periods.

KS2

- Can place history topics into a coherent framework and explain links between some periods.
- Appreciates the idea of duration and interval
- Can use dates and specific terms confidently to establish period detail.
- Establish clear narratives within and across periods studied.

Some units will be taught in depth, allowing pupils to fully engage with an aspect of history in sufficient detail to understand the fine details. Units which are taught purely as overviews ensure that pupils understand the breadth of the topic, as well as allowing comparison with another period.

Key Stages

In the Early Years, the emphasis is on the pupils and the experiences they bring. History is taught through 'Understanding the world' and has close links with Maths. Children will take part in a wide variety of activities that stimulate and motivate their curiosity and understanding of the past. Topics will provide a clear starting point for historical investigation, within the children's own experiences. Activities will involve the children in:

- Investigating artefacts by using all their senses
- Finding out and identifying features of objects and events they observe
- Looking closely at similarities, differences, patterns and change
- Asking questions about why things happen
- Finding out about the past and present events in their own lives, and in those of their families and other people they know
- Reinforcing their learning through role-play and discussion.

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 (Family and Homes, Seaside)
- Events beyond living memory (Great Fire of London, Great Fire of Gateshead, Man on the Moon)
- Significant individuals (Flight, Grace Darling)
- Local area (Our school)

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 not to follow the units in complete chronological order, since the teaching of the Greeks and the skills we want to focus on (such as legacy) are more suitable to Upper Key Stage 2. British history is taught chronologically in lower Key Stage 2 to provide a pattern that will reinforce chronological development.
- **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 school 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 their learning of history to local circumstances.

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 concepts of change and continuity. This then allows comparison with the Egyptians which is covered in depth. Pupils will also complete a shorter unit focusing on how their locality has changed since 1877.

Year 4: An invaders and settlers unit begins with Roman Britain and moves onto the Anglo-Saxons and Vikings with pupils investigating the impact of these people on Britain. Pupils will find out why the Roman Empire came to an end, as well as why and how Hadrian's wall was built. Pupils use a range of sources, such as the Sutton Hoo helmet to find out about

everyday life in these periods. Pupils also complete a unit exploring the characteristic features of Mayan society comparing it with Anglo-Saxon Britain.

Year 5: Pupils will explore why Ancient Greece has had such a long- lasting legacy, as well as the ideas, beliefs and attitudes of the Ancient Greeks. Pupils then complete an overview unit building on their previous learning of the Ancient Egyptians and learn about the Sumer, Indus Valley and Shang, finding out about where they developed, when they developed, the similarities between them and how they relate to a broadly based chronological understanding of the past

Year 6: An in-depth unit on WW2 allows pupils to investigate the impact of WW2 on our locality using school records, photographs and experiences of local residents. A cross-curricular unit on migration supports pupils to explore reasons for people coming to Britain and builds on the invaders and settlers unit in Year 4. A thematic unit on Crime and Punishment provides a broad chronological sweep of nearly 1000 years, and makes a significant contribution to pupils' grasp of the long arc of time.

Equality and Diversity

It is the responsibility of all teachers at Bill Quay 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.

We aim to teach a balanced curriculum that reflects diversity. In order to gain an insight into the diversity of people's experiences at given times in the past, where appropriate, we have ensured that we have included the following in our curriculum:

- Ethnicity
- Social class
- Religion
- Disability
- Different regions and localities

Some examples of how we have done this include:

- Learning about the many soldiers stationed on Hadrian's Wall from across the Empire.
- Comparing the Fire of London with the local Fire of Gateshead;
- Including women within topics, such as Bessie Coleman and Amy Johnson in the KS1 topic flight.
- Finding out about the Windrush migrants and linking this with the geography topic of settlement and migration.
- Incorporating the Kindertransport into the World War 2 unit

- Through a range of topics, appreciating that slavery existed in many societies.
- Using assemblies to learn about a diverse set of people from the past, such as explorers.
- The diversity of religious belief in Roman times and class differences.
- The experiences of people within our locality during World War 2.
- The role of women in Ancient Greece.

The history programme of study enables pupils to understand that Britain's rich cultural heritage can be further enriched by a 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 Bill Quay 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. A key question will introduce the unit and help children to grasp the 'big picture' of it. Questions will also introduce every activity, taking an enquiry approach. This allows children to develop their ability to ask and answer historical questions, develop their skills as researchers and at the same time develop their understanding of key concepts linked to questions of change, causation and significance. Repetition is vital for pupils to enable them to make connections and build up their knowledge through the concept of time. There will be many opportunities for pupils to make links and connections across units of study.

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, by 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:

- Consider different interpretations through researching books and studying photographs
- Use drama to act out historical events
- Undertake fieldwork activities

- Use the internet for research purposes

Assessment and Recording

At Bill Quay Primary School, assessment is integral to the teaching process. Assessment allows us to judge the progress that pupils have made in historical understanding. By adopting an enquiry-based approach to planning and teaching, we have ‘opened’ the learning, enabling teachers to see what the child knows, understands and can do.

Pupils make progress in history through building their knowledge of the past, and of how historians study the past and construct accounts. When assessing history, we use a variety of approaches- both formal and informal to assess pupils, such as observing pupils in everyday situations and on class visits, listening to pupils talk, questioning pupils and marking pupils’ work.

Before we can 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 opportunities are integral to the planning process; therefore it is important that teachers set out knowing what they expect pupils to learn so that they can then assess against what has been planned.

In order that we can make accurate assessments of our pupils, it is important that teachers build up knowledge of the progression of both the substantive and disciplinary concepts in history, as expectations for what pupils can achieve will be different for pupils in Year 3 and those in Year 6. A progression of skills framework sets out clear development lines that can be built into planning.

Key Indicators of progress:

- The ability to handle wider periods of time and within and between periods
- Ability to make links and connections between different areas of learning
- Understanding more abstract concepts
- Providing more reasoned explanations
- Understanding more about significance
- Asking and answering more complex questions
- Showing greater independence in enquiry work.

In addition, teachers may also use ‘common assessment tasks’ which focus on the one main objective of the unit. These are highly visual and support teachers in making an overall judgement about how well each pupil has progressed.

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 history document to support them in making judgements (Appendix 2)

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	Long Term Overview
2	Progression of Skills
3i-ii	Coverage of disciplinary concepts
4	Unit Overviews