



Wray Primary School

History policy

Intent

- We will provide a broad curriculum providing knowledge, developing understanding of concepts, making links and instilling a love of history in all our children.
- We will provide a history curriculum which provides children with a good chronological understanding whilst learning about particular periods of history and key historical figures, including those from our locality.
- Children will see history as an important part of life and something that is ongoing that we can learn from.

Implementation

- We follow the National Curriculum and use this as a basis for all our planning and learning.
- We use bespoke 'knowledge and skills' documents, tailored to our mixed classes, to ensure there is clear skills, knowledge and vocabulary progression throughout school.
- Where appropriate we use historical artefacts, visitors, workshops and visits to excite our children and provide a variety of approaches to enable them to find out more about events and people from the past, including those from our locality.
- History is taught weekly for years 1-6 and throughout the EYFS with links made to other curriculum areas where possible.
- Reading of history texts and linked stories/books is encouraged.
- Subject co-ordinators are given regular time to ensure resources are kept up to date, to monitor the subject across the school, create action plans and to provide subject feedback to SLT as appropriate.
- Foundation subjects are assessed at the end of each term stating whether children are working towards, at or exceeding age-related expectations. This is then used to make sure all children are continuing to make progress and any children whose levels drop, or increase can be addressed accordingly.

Knowledge and Skills Long Term Plan HISTORY

<p>Class One: Reception – follow the ‘statutory framework for the Early Years’: The level of development children should be expected to have attained by the end of the EYFS is defined by the early learning goals (ELGs)</p> <p>Year 1</p>	
<p>Educational programmes must involve activities and experiences for children, as set out under each of the areas of learning:</p> <ul style="list-style-type: none"> • Communication and Language: Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures. • Understanding the World: The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. • Changes in living memory (linked to aspects of national life where appropriate) • Events beyond living memory (e.g. the Great Fire of London, the first aeroplane flight or events remembered through festivals or anniversaries). 	<p>Understand the past through settings, characters and events encountered in books read in class and storytelling</p> <p>Can I understand the difference between past and present? Talk about the lives of the people around them and their roles in society Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p> <p>Can I tell the difference between the past and present in my own, and other people’s lives? Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher</p> <p>Can I place a few events and objects in order by using common phrases to show the passing of time (old, new/young, days and months)? Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions</p> <p>Can I identify some similarities and differences between the present and aspects of the past? Can I use sources to answer simple questions about the past? Make comments about what they have heard and ask questions to clarify their understanding Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play</p> <p>Can I show what I know and understand in different ways (speaking, role-play and drawing)?</p>
<p>Class Two: Year 2; Year 3</p>	
<ul style="list-style-type: none"> • Lives of significant individuals in the past who have contributed to national and international achievements (could be used to compare aspects of life in different periods e.g. Christopher Columbus and Neil Armstrong, Rosa Parks and Emily Davison, Mary Seacole/Florence Nightingale and Edith Cavell). • Significant historical events, people and places in their own locality. • Changes in Britain from the Stone Age to the Iron Age (e.g. hunter-gatherers and early farmers. Bronze age religion, technology and travel. Iron age hill factory.) 	<p>Can I identify some similarities and differences between people in different periods? Do I understand where some people and events fit into chronological framework by using common words and phrases about the passing of time (before, after, a long time ago, past...)? Can I discuss and explain key features of British history from Stone Age to Iron Age? (and compare this culture with others from around the world at a similar time)</p> <p>Can I understand the reasons why people in the past acted as they did? (looking at a range of sources) Can I describe ways in which people have shaped the nation? Can I describe how Britain has influenced and been influenced by the wider world?</p> <p>Can I ask and find the answers to questions about the past through observing and handling a range of sources? Can I identify the ways in which the past can be represented through looking at a variety of sources?</p>

<ul style="list-style-type: none"> • A local history study (e.g. Victorians, Edwardian) 	
Class Three: Year 4; Year 5; Year 6	
<ul style="list-style-type: none"> • Roman Empire and impact on Britain (E.g. Julius Caesar's attempted invasion. Roman Empire and successful invasion. British resistance e.g. Boudica. Romanisation of Britain.) • The achievements of earliest ancient civilisations (Ancient Egypt, The Indus Valley, Ancient Sumer) • Anglo Saxons and Vikings (E.g. Roman withdrawal from Britain; Scots invasion. Invasions, settlements and kingdoms. Viking invasions. Edward the Confessor.) • Ancient Greece – a study of Greek life and achievements and their influence on the western world. • Extended period study 1066+ (e.g. Changing power of monarchs, significant turning points in British history, Crime and Punishment, leisure.) • Non-European society (e.g. early Islamic civilisation including a study of Baghdad AD900. Mayan civilisation, Benin-West Africa) 	<p>Can I answer questions about the past using detailed observations of a variety of sources? Can I identify how evidence is used to make historical claims? (Additional: Can I understand how and why contrasting arguments and interpretations of the past have been constructed?) Can I use a variety of sources to research things that have happened in the past? Can I investigate historical problems/issues using a range of sources?</p> <p>Can I construct an informed response after organising relevant historical information? Can I make connections/comparisons/contrasts between different periods of history? Can I suggest reasons for different interpretations of the past?</p> <p>Can I use specialist dates and terms to place events/periods in order? (additional: can I note trends, connections and contrasts over time?) Can I place events in history in a sequence, using the correct terminology? (empire, civilisation, parliament, peasantry...) Can I use appropriate vocabulary when describing the passing of time or historical concepts e.g. propaganda, bias, primary source, secondary source, reliability...? Can I accurately describe events/ people/features of past societies/periods in the context of their chronology? Can I demonstrate a clear understanding of different events in history placing them into different contexts? (cultural, economic, military, political religious and social history)</p> <p>Can I demonstrate knowledge and understanding of ancient civilisations? Can I demonstrate a clear understanding of the way of life in Ancient Greece?</p>

Impact

- Children will have knowledge and skills that are built upon over their years in our school.
- The children will have knowledge that they are able to recall and apply to new learning.
- Children will have knowledge of some local historical events, places and people.
- Work will show that a range of themes are being covered, concepts are revisited, and cross curricular links are made where possible.
- Through the high quality first teaching of history taking place we will see the impact of the subject in different ways e.g through books, assessments and pupil voice.
- Assessments and monitoring will show standards in history will be high and will match standards in other subject areas.

