

## HISTORY POLICY

### Curriculum intent

Through a planned coherent curriculum in history pupils will become historically curious with an understanding of chronology, change, historical interpretation and enquiry. Children will acquire and demonstrate a real understanding about how the world and humans today are shaped by the past, actively seeking answers to their questions using primary and secondary sources of historical information. Pupils will know about significant dates, people, events and changes that took place for the periods and civilisations studied and be able to explain the legacies that are evident around us today, including those that shaped our local environment. To do this they will experience making links between events, places and people across time; making comparisons between different periods and the reasons for the changes; using artefacts and sources to inform their questions about the past; and by learning to follow a line of enquiry from a number of sources.

At KS1 they learn this through study of toys, technology and transport over time; the lives of Christopher Columbus, Neil Armstrong, Charles Darwin, Florence Nightingale and Beatrix Potter; canal life; WW1 and WW2; and the Rothschild Family in our local area.

At KS2 they learn this through developing knowledge of the wider world and its influence into Britain and the local area. They study Ancient Egypt; British History sequentially from the Stone Age to the Vikings; a local history study; the Industrial revolution; Ancient Greece and its influence on Democracy; and the Maya civilization as a contrast to the British experience.

### How intent is implemented - Fluent building of knowledge and skills

Learning (historical knowledge, substantive concepts, skills of working as a historian) progresses and builds from Early Years, to KS1 to KS2.

In Early Years (Reception) children achieve an understanding of: similarities and differences between things in the past and now; understand the past through characters, settings and events through books shared in class; talk about the lives of people around them and their roles in society.

In KS1 key themes are tackled: changes within living memory; significant events beyond living memory; lives of significant individuals in different periods of history; local history investigation

In KS2 learning is chronologically sequenced developing a knowledge of: significant dates, events, the legacies left from different periods of British history studied. Knowledge of influences from other civilisations that have helped shaped our world are positioned within this chronology as well as a study of contrasting civilisations. Local history knowledge is built on from KS1.

**Fluency of learning is ensured through on-going teacher assessment to ensure ARE in identified knowledge and skills are achieved and continue to be embedded and recapped on at each stage.**

**See Appendices for specific information on topics/subjects covered and how learning is built upon:**

Curriculum Grid

Road Map

### **How History Contributes to school values, aims and objectives**

History contributes to the fundamental mission and the values of the school by enabling the children to be ready to move on to the next stage of their learning, engendering in them enthusiasm and embedding the values of our school. This is achieved through our planned curriculum; and we aim for all children to make good progress from their start point with the majority attaining ARE by the end of Y6.

Vision Statement:

Our vision is 'To nurture our children's young roots, through providing excellence in teaching and learning, thereby enabling and empowering them to fly as citizens of the 21<sup>st</sup> century, who have a fascination for learning and life.'

History helps them to develop a passion for the world they live in, ask questions and investigate their ideas through a broad and balanced curriculum which offers sequential learning of skills. A passion for questioning and hypothesising through sharing ideas and discussion is promoted and valued.

Furthermore, through the teaching of history children will acquire and demonstrate an understanding of how the world and humans today are shaped by the past, actively seeking answers to their questions using primary and secondary sources of historical information. They will develop an understanding of chronology, change, historical interpretation and enquiry.

Mission Statement:

'Working together to achieve our potential'

Through history children work together to: Debate – test ideas and viewpoints; Ask and answer questions; Follow lines of enquiry; Explore the complexities and diversity of human societies; Make links between people, events, places – learning how the present links to the past; Share personal experiences – family history, local history – looking at what makes each of us unique

Values:

History provides opportunities to demonstrate our core values are respect, determination, patience, passion and teamwork. Some examples are:

Respect:

- Sharing and using resources with care
- Seeking ideas/ opinions from others
- Exploring complexities and diversity of human societies

Determination:

- Developing resilience in practical activities, undertaking lines of enquiry
- Suggesting alternative ideas and solutions

Patience:

- Embedding learning through establishing links and recapping on knowledge

Passion:

- Developing historical curiosity
- Sharing personal experiences and individual projects
- Experiencing the passion of experts by visiting historical places and visitors taking in-house workshops

Teamwork:

- Researching using primary and secondary resources to ask and answer questions
- Making links/comparisons
- Debating different ideas and interpretations

### **How history supports pedagogy and expectations of the school**

There are key skills involved in the study of History: to develop a sense of chronology; to widen range and depth of historical knowledge and understanding; to interpret history through the study of primary and secondary sources; to follow historical enquiries; to organise and communicate historical information. These are developed across the school years by exploring a range of subject content.

The teaching and learning may include:

- Storytelling, to explore sequence, causation and change.
- Use of ICT to store, retrieve and analyse information and as a source of reference material.
- Discussion and debate, to offer hypothetical explanations of past events.
- Local area studies, including visits and learning walks.
- Visits to museums and living history experiences.
- Use of artefacts and a variety of primary and secondary sources of information. (e.g. observations; video; personal accounts; newspaper information.)

### **Assessment of History**

On-going teacher assessment is undertaken within lessons against the milestones set out by the subject manager. Advanced organisers are used to ensure pupils are able to self-evaluate their learning of key knowledge, substantive concepts and skills.

### **Evaluation, Monitoring and Understanding (EMU)**

EMU sessions allow for further assessment by the Subject Manager against the key milestones for history and give a clear understanding/overview of the subject across the school. Sessions allow for interaction with pupils from all year groups and activities include discussion, debate, questioning around key areas of knowledge, substantive concepts and skills. The subject manager's understanding is extended further by regular book scrutiny and lesson observations.

### **Entitlement**

The approximate time allocations for history learning per week in KS1 and KS2 is 1 hour. In Early Years (Reception) pupils will develop their knowledge of the past through access to high quality continuous provision and Teacher led activities.

### **The role of the Subject Manager**

1. To be an advocate for history, identifying clear targets and success criteria for its development in line with changes to the required curriculum which lead to a sequential deep learning for the children in all classes
2. To monitor progress within the subject area, analysing the data, conducting learning walks, undertaking EMU sessions, feeding back to the staff team and implementing any noted actions
3. To meet with subject link governor regularly
4. To attend Governor Curriculum Committee meetings as required
5. To maintain current resources to provide for the successful delivery of the subject across the school; raise requests to the Head Teacher for new resources
6. To keep up to date with developments in the subject area in order to support and advise colleagues as necessary enabling best practise in the teaching of the subject
7. To lead staff meetings as required

### **History supporting the pupil's personal development**

History supports a child's wider development within the curriculum. Specific examples of this include:

**Cultural capital:** History provides an understanding of how the past has shaped the world and humans today. Opportunities should be identified to integrate the diversity of cultures that reflect the school's community. To do this, as well as celebrating specific months or anniversaries – opportunities should be developed to integrate this diversity throughout the teaching and learning of history topics. This approach will further support the development of a child's understanding of citizenship and wider learning in PSHE around living in the wider world and relationships.

All teaching and learning is delivered in an age appropriate way with careful consideration of specific use of resources that pupils have access to.

Policy reviewed: Autumn 2022

Date of next review: Autumn 2026

## HISTORY

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Year 1	Neil Armstrong and Christopher Columbus (3)	Gunpowder plot (2) Neil Armstrong and Christopher Columbus	Toys from past and present (1)	How technology has changed over time (1)	Local study: canals (4)	Changes in transport (1)	KS1 themes: 1. Changes within living memory 2. Significant events beyond living memory 3. Lives of significant individuals in different periods of history 4. Local history: events, people, places -Contrasting study of history
Year 2	Charles Darwin, Beatrix Potter (3)	Remembrance Day (2) Florence Nightingale (3)	History and Culture of Japan (2)	WWI and WWII (2)	Local study: The Rothschild Family (4)	Local study: The Rothschild Family and our school in Victorian times	
Year 3	Pre-historic changes in Britain: Stone Age (1)	Pre-historic changes in Britain: Bronze Age (1)	Pre-historic changes in Britain: Iron Age (1)	Ancient Egypt: the achievements of the earliest civilisations (2)	Ancient Egypt: the achievements of the earliest civilisations (2)	Ancient Egypt: the achievements of the earliest civilisations (2)	KS2 chronologically sequenced developing knowledge of:  1. Significant dates, events, the legacies left from different periods of British history studied  2. Knowledge of influences from other civilisations that have helped shaped our world  3. Knowledge of contrasting civilisations  4. Knowledge of the local history
Year 4	The Romans The Roman Empire The Invasion Roads and the Roman Empire (1)	The Romans Roman Civilisation: houses, Roman Baths, life of a school child, aqueducts (1)	The Romans The Roman Army The Celtic Rebellion Boudicca's rebellion Interpreting Roman mosaics (1)	The Romans The Romans Religion Roman Gods and Goddesses Roman Legacy (1)	Local study: (4) Study of local buildings and architecture Cheddington now and during WW11 Cheddington now and late Victorian period Cheddington now and during 1600s Cheddington now and the Norman period Cheddington and the Great Train Robbery		
Year 5	Britain's Settlement by the Anglo Saxons (1)			Vikings: Viking and Anglo-Saxon Struggle for the Kingdom (1)			
Year 6	Ancient Greece: Influence and Democracy (2)		Industrial Revolution and the reign of Queen Victoria (1)		The Maya Civilisation: a study of a contrasting non-European society (3)		

## The Journey Starts

By the end of Reception all children to achieve an understanding of: similarities and differences between things in the past and now; understand the past through characters, settings and events through books shared in class; talk about the lives of people around them and their roles in society.



Year R

Early Years

Key Stage 1

Year 1

Year 2

Key Stage 2

Year 4

Year 3

Year 5

Year 6



End of KS2

Children will leave Cheddington Combined School "historically curious" with an understanding of how the world today is shaped by the past.

## Progression in History

Explain the contributions made by significant individuals: Christopher Columbus and Neil Armstrong. Explain changes within living memory: toys, transport and technology. Sequence the Guldpower plot (a significant event.) Talk about local history in relation to the development and use of canals. Start to use a timeline to sequence and place periods in history, key dates and events for topics studied. Use everyday historical vocabulary in narratives. Use a range of historical sources, including stories. Ask and answer simple questions.

Understand the rise and fall of the Roman Empire in Britain and the impact and legacy it left. Use a timeline to develop a chronologically sequenced knowledge of British History, placing significant events and dates for topics and periods studied. Carry out a local history study from ancient times to the present day. Understand how our knowledge of the past is constructed from a range of sources including studies of primary sources of information gathered from the Vinolanda tablets, local archaeological work and historical photos and accounts. Devise historically valid questions and write clear narratives within and across the periods studied, including identifying cause and effect.

Understand and explore Britain's settlement by Anglo-Saxons and Scots, including the Viking and Anglo-Saxon struggle for England up to the time of Edward the Confessor. Use a timeline to develop a chronologically sequenced knowledge of British History, placing significant events and dates for topics and periods studied. Understand how our knowledge of the past is constructed from a range of sources that can vary in reliability including studies of primary sources of information from archaeological digs (Sutton Hoo) to Legends (Beowulf), runes, manuscripts and artwork. Devise historically valid questions, research and write clear narratives within and across the periods studied using historical vocabulary, making links between periods studied and giving reasons for changes and consequences of those changes.

Explain changes, connections and trends across Pre-historic Britain (Stone Age, Bronze Age and Iron Age.) Use a timeline to develop a chronologically sequenced knowledge of British History and tie into this where Ancient Egypt belongs. Use a timeline to place significant events and dates for topics studied. Understand the achievements and legacies of Ancient Egyptian civilisation. Understand how our knowledge of the past is constructed from a range of sources including studies of primary sources of information gathered from Stonehenge, Skara Brae and Tutankhamen's tomb. Devise historically valid questions and write clear narratives within and across the periods studied.

Explain the contributions made by significant Victorians: Charles Darwin, Beatrix Potter and Florence Nightingale. Explain changes in nursing, hospital care and schools. Understand the significance of Remembrance Day and links to WW1 & WW2. Compare wartime Britain to present day. Talk about the significance of the Rothschild Family to our local history. Compare Samurai and Medieval English Knights. Use a timeline to sequence and place periods in history, key dates and events for topics studied in KS1. Use everyday historical vocabulary in narratives. Use a range of historical sources including stories and primary materials. Ask and answer simple questions.

Understand and explain: the achievements of Ancient Greek life and their influence on the Western World; the importance and impact of the Industrial Revolution in British History; Mayan civilization, an example of non-European society. Use a timeline to develop a chronologically sequenced knowledge of the periods of history studied. Question the purpose and reliability of the range of sources of historical evidence used to find out about the past. Devise historically valid questions and carry out individual research projects. Write clear narratives within and across the periods studied using historical vocabulary, based on the evidence gathered, making links between periods studied and giving reasons for changes and consequences of those changes.