

# Pheasey Park Farm Primary School and Children's Centre

## History Policy

### Mission Statement

We have the motto "Believe and Achieve" to remind everyone in the school community, pupils, parents, staff and governors that we should always have high expectations of ourselves and each other. Our Vision is to develop a learning community where all children enthusiastically participate, excel and are proud of their achievements across the curriculum.

### Aims

At Pheasey Park Farm Primary School everyone aims to work together to strive for excellence in learning and behaviour. Every child has the right to achieve their potential in a positive, orderly and stimulating environment. We aim to bring learning alive and encourage confident learners who enjoy thinking, active enquiry and participation.

We aim to value children as individuals and support them to achieve success. The curriculum is responsive to changes in society and in education and promotes responsibility to prepare children to become responsible citizens. The school aims to provide the essential building blocks for future learning as well as fostering at each stage vital social, emotional, intellectual and spiritual developments, as well as British Values and cultural capital.

### Curriculum Drivers

Our **Curriculum Drivers** are:

**Possibilities** - for pupils to be aware of all opportunities available to them and to have high aspirations for the future

**Resilience** - for pupils to have the courage to bounce back from any setbacks or challenges and maintain a positive outlook on life

**Diversity** - for pupils to appreciate and understand that each individual is unique and to recognise and celebrate our individual differences

### Curriculum Intent

It is the intent of Pheasey Park Farm Primary School that children develop a love of history and an understanding about how this has shaped the modern world. We want every child to leave school with a secure, chronological narrative of Britain's past, including local history and that of the wider world. It is our aim that children will look back on the past with curiosity, ask perceptive questions and think critically, using sources of evidence to support their opinion. It is important to us that our children understand how people's lives have changed and the challenges that were faced.

The aims of the national curriculum for history are that all pupils:

- know about the history of Britain and how it has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world, such as the nature of ancient civilisations and empires
- explore changes in living memory and beyond living memory
- learn about the lives of significant people of the past
- understand historical concepts such as: continuity and change; similarity and difference; cause and consequence
- understand the methods of historical enquiry and be able to ask and answer questions.
- gain historical perspective by placing their growing knowledge into different contexts; developing their understanding of connections between local, regional, national and international history.

We want children to enjoy learning about history as they develop their knowledge and skills through experiences in the classroom, cross-curricular learning opportunities and fieldwork and educational visits. It is our vision that these opportunities will allow the children to increase their cultural capital and become successful learners.

### **Curriculum Implementation**

In order to ensure that children at Pheasey Park Farm School and Early Years Centre have the best learning opportunities in history, we implement a curriculum that is carefully sequenced so that the children learn about history according to their developmental needs. This begins in the Foundation Stage, when children learn about their own personal history, with opportunities to learn through play. In Key Stage 1, children build on these learning experiences and begin to widen their knowledge of history by examining the history of their families, significant individuals in their local area and national celebrations. In Key Stage 2, history is taught chronologically and expands to include British history and

world history. The implementation of themes such as 'Similarities and Differences' and 'Governance', which are threaded through the curriculum, allows children to establish links between their learning and narratives within and across the periods studied.

History is taught as part of a termly or half-termly topic, focusing on the knowledge and skills stated in the National Curriculum. Staff plan sequences of lessons using our curriculum coverage and progression of skills documents, which ensure full coverage of the National Curriculum objectives and a logical progression of skills (see Appendix 1).

At Pheasey Park Farm School and Early Years Centre, we ensure that history is awarded the same importance as the core subjects, as we feel this is important in enabling all children to gain cultural capital. In addition to learning about historical events and individuals within relevant history lessons, pupils' understanding of such issues is enriched through the implementation of Timezones and Timepieces workshops, which provide opportunities for 'hands-on' history.

### **Early Years Foundation Stage**

In the Foundation Stage History is taught through topics such as 'My World' and 'All About Me', in which children are taught skills and knowledge such as 'a sense of time' and 'a sense of place.'

Children in the Foundation Stage are expected, through their learning experiences, to develop skills in the following areas:

- Talking about past and present events in their own lives and in the lives of family members
- Know about similarities and differences between themselves and others, and among families, communities and traditions
- Talk about changes

### **Key Stages 1 and 2**

The primary curriculum states that a high-quality history education should help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world, and should inspire pupils' curiosity to know more about the past. By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study, as stated below.

#### **Key Stage 1**

In Key Stage 1 pupils' should develop an awareness of the past, using common words and phrases relating to the passing of time. They should 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 should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Pupils should be taught about:

- Changes within living memory. Where appropriate, these should be used to reveal aspect of change in national life
- Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- Significant historical events, people and places in their own locality.

## **Key Stage 2**

In 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. They should note connections, contrasts and 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. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

Pupils should be taught about:

- Changes in Britain from the Stone Age to the Iron Age
- The Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- A local historical study
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- The achievements of the earliest civilisations - an overview of where and when the first civilisations appeared and a depth of study of one of the following: Ancient Sumer; The Indus Valley, Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece - a study of Greek life and achievements and their influence on the western world
- A non-European society that provides contrasts with British history - one study chosen from: early Islamic civilisation, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

## **Organisation and Planning**

History curriculum planning is in three phases (long-term, medium-term and short-term).

The long-term planning takes the form of a curriculum coverage document and this maps the historical concepts studied in each term during each key stage. The subject leader devises this plan in conjunction with teaching colleagues in each year group. At Pheasey Park Farm Primary School, class teachers create medium-term plans using the curriculum coverage documents devised by curriculum leaders. This gives details of each unit of work for each term. The subject leader reviews these plans, ensuring that children have complete coverage of the National Curriculum. Each class teacher creates a short-term plan for each lesson. These plans list specific learning objectives and activities for each lesson. We plan the topics in history so that they build on prior learning. Children of all abilities have opportunities to develop their skills and knowledge in each unit and, through planned progression built into the unit of work, we offer them an increasing challenge as they move through the school.

### **Teaching and Learning**

The teaching and learning of History at Pheasey Park Farm Primary School focuses on encouraging children to become inquisitive about the past in terms of both local and global history. We seek to create skills and knowledge-based learning opportunities through stimulating an interest in themes taught through different topics. The children also have opportunities for 'hands-on history' through interactive workshops offered by Timezones and Timepieces.

Teaching and learning at Pheasey Park Farm Primary School aims to ensure that:

- All lessons have clear learning objectives which are shared and reviewed with the pupils effectively.
- Places, people and events are researched using a range of primary and secondary resources.
- Children's skills in using a range of historical sources are developed.
- Children's understanding and skills in looking at and interpreting evidence and findings are developed, and they are encouraged to draw their own conclusions about an area or time.
- Skills of research and note taking are developed in order to present findings in a variety of ways, such as in written, oral or pictorial form as well as using ICT.
- ICT is an integral part of the teaching and learning of History. Pupils have the opportunity to research and record their findings using technology.
- The acquisition and use of language appropriate to the age range is developed.
- Children are taught to identify the main characteristics of different places, societies and cultures at various times in history using a chronological context, including links and comparisons between times and places studied.

### **Assessment**

Assessment is an integral part of teaching and learning and based upon teachers' judgements of pupil attainment and progress. Teachers will assess children's work by making

informal judgements during lessons and through assessment against Age Related Expectations and the National Curriculum objectives.

On completion of a piece of work, the teacher assesses the work and uses this information to plan future learning. Written or verbal feedback is given to the child to help guide his or her progress, as well as incorporating success criteria into the lesson to assist pupils with understanding how to be successful within a particular session. Pupils are also encouraged to make judgements about how they can improve their own work, using success criteria where appropriate. Assessment activities should be matched to the pupils' ability, such as differentiation by task or through appropriate support and resource provision.

### **Special Educational Needs**

The whole school policy for Special Educational Needs applies to the teaching and learning of history. All children are encouraged and supported to develop their full potential in history. Some children may require extra support in the classroom and opportunities for consolidation and reinforcement. Activities are differentiated to meet the needs of all pupils.

### **Academically More Able**

To challenge academically more able children, they will be given open-ended questions and tasks and encouraged to follow lines of thought independently.

### **Cross-Curricular Links**

History is a subject that touches on many other areas taught at Pheasey Park Farm Primary School, such as English, Art, DT and Music. When it comes to teaching, the obvious areas where these topics can be taught together are known as cross-curricular links. For example, studying texts in English that have a historical context [for example, Year 5 study texts set in World War II and the Saxon era]. At Pheasey Park Farm, we believe that cross-curricular links are important because:

- They help the curriculum to become a 'whole learning experience' with continuity rather than a series of separated lessons on different subjects.
- They can improve teaching by getting both teachers and pupils to work together for common goals.
- They add fun and novelty to lessons, encouraging wider thinking, participation and enthusiasm.
- They promote subjects with 'reality', setting topics into a relevant context for pupils and remove the isolated learning so often associated with single subject teaching.
- It gives opportunities to practise and apply skills using technology in order to locate and present information efficiently and appropriately.

### **Roles and Responsibilities**

There is a named subject leader responsible for co-ordinating the teaching of history throughout the school. Their role is to:

- Provide support, advice and resources to members of staff.

- Monitor the teaching of and outcomes for all children, revising policies and supporting staff with planning of history where necessary.
- Monitor the teaching of history across the school, highlighting the continuity and progression of the areas taught across the school.
- Attend relevant training and support staff through relevant INSET sessions.
- Monitor the use and need of resources throughout the school, including managing the budget allocation for history.

### **Inclusion**

Effective inclusion involves teaching a lively, interesting, relevant and stimulating history curriculum that:

- Builds on and is enriched by the differing experiences pupils bring to history.
- Meets all pupils learning needs, including those with learning difficulties or who are academically more able, boys and girls, pupils for who English is an additional language, pupils from all religious communities and pupils from a wide range of ethnic groups and diverse family backgrounds.

To overcome any potential barriers to learning in history, some pupils may require:

- Support to access text.
- Help to communicate their ideas other than by writing.
- A non-visual way of accessing sources of information.

### **Equal Opportunities**

At Pheasey Park Farm Primary School we recognise that in each class there are children of different abilities and we seek to ensure that every child is able to access the curriculum at their level, irrespective of gender, ability (both mental and physical), heritage, ethnicity or social circumstances. In our planning and teaching we aim to provide support and extend those children of lower or higher ability to ensure each child achieves. We look for ways to enable every child to present their work, whether it is through written evidence, drawings or annotated scribing by an adult, as well as using ICT to record ideas. By incorporating varied methods of recording, no child should be disadvantaged by their abilities in other areas such as English. Visual, auditory and kinaesthetic learners are supported and planned for in accordance with their needs. Great importance is placed upon the use of visual images within history, as it is a major tool for the development of vocabulary for pupils who struggle with English language skills.

### **Monitoring and Review**

All teaching staff are involved in the planning and teaching of history. Monitoring will be carried out by the head teacher, senior management team and subject leader in the following ways:

- Informal discussion with staff and pupils.

- Collection/ monitoring of history planning.
- Monitoring of work through book trawls.
- Classroom observations.

### **Curriculum Impact**

The children's work in topic books will demonstrate an exciting, balanced history curriculum and demonstrate the children's historical knowledge and skills in accordance with the National Curriculum. Children at Pheasey Park Farm and Early Years Centre will be able to address historically valid questions about change, cause, similarity and difference. They should use a variety of sources to answer these questions and construct informed responses that involve thoughtful selection and organisation of relevant historical information. By the end of Key Stage 2, children should have developed a chronologically secure knowledge and understanding of British, local and world history.

Policy for: History

Completed by: Mrs. Eveson

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**Appendix 1**

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
<b>Chronological Understanding</b>	<ul style="list-style-type: none"> <li>- Sequence events in their life</li> <li>- Sequence 3 or 4 artefacts from distinctly different periods of time</li> <li>- Match objects to people of different ages</li> </ul>	<ul style="list-style-type: none"> <li>- Sequence artefacts closer together in time (check with reference book)</li> <li>- Sequence photographs etc from different periods of their life</li> <li>- Describe memories of key events in lives</li> </ul>	<ul style="list-style-type: none"> <li>- Place the time studied on a timeline</li> <li>- Use dates and terms related to the study unit and passing of time</li> <li>- Sequence several events or artefacts</li> </ul>
<b>Range and depth of Historical knowledge</b>	<ul style="list-style-type: none"> <li>- <b>Recognise the difference between past and present in their own and others' lives</b></li> <li>- They know and recount episodes from stories about the past</li> </ul>	<ul style="list-style-type: none"> <li>- Recognise why people did things, why events happened and what happened as a result</li> <li>- <b>Identify differences between ways of life at different times</b></li> <li>- Develop awareness of the past, using common words and phrases relating to the passing of time.</li> </ul>	<ul style="list-style-type: none"> <li>- Find out about everyday lives of people in time studied</li> <li>- Compare with our life today</li> <li>- Identify reasons for and results of people's actions</li> <li>- Understand why people may have wanted to do something</li> <li>- <b>Describe some similarities, differences and changes occurring within topics</b></li> </ul>
<b>Interpretations of History</b>	<ul style="list-style-type: none"> <li>- Use stories to encourage children to distinguish between fact and fiction.</li> <li>- Compare adults talking about the past – how reliable are their memories?</li> </ul>	<ul style="list-style-type: none"> <li>- Compare two versions of a past event.</li> <li>- Compare pictures or photographs of people or events in the past.</li> <li>- Discuss reliability of photos/ accounts/stories.</li> </ul>	<ul style="list-style-type: none"> <li>- Identify and give reasons for different ways in which the past is represented.</li> <li>- Distinguish between different sources – compare different versions of the same story.</li> <li>- Look at representations of the period – museum, cartoons etc.</li> </ul>
<b>Historical Enquiry</b>	<ul style="list-style-type: none"> <li>- Find answers to simple questions about the past from sources of information e.g. artefacts.</li> </ul>	<ul style="list-style-type: none"> <li>- Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.</li> </ul>	<ul style="list-style-type: none"> <li>- Use a range of sources to find out about a period.</li> <li>- Observe small details – artefacts, pictures.</li> <li>- Select and record information relevant to the study.</li> <li>- Begin to use the library and internet for research.</li> </ul>

	Year 4	Year 5	Year 6
Chronological Understanding	<ul style="list-style-type: none"> <li>- Place events from period studied on a timeline</li> <li>- Use terms related to the period and begin to date events</li> <li>- Understand more complex terms, e.g. BC/AD</li> </ul>	<ul style="list-style-type: none"> <li>- Know and sequence key events of time studied</li> <li>- Use relevant terms and period labels</li> <li>- Make comparisons between different times in the past</li> </ul>	<ul style="list-style-type: none"> <li>- Place current timeline of studies in relation to other studies</li> <li>- Use relevant dates and terms</li> <li>- Sequence up to 10 events on a timeline</li> </ul>
Range and depth of Historical knowledge	<ul style="list-style-type: none"> <li>- Use evidence to reconstruct life in time studied</li> <li>- Identify key features and events of time studied</li> <li>- Look for links and effects in time studied</li> <li>- Offer a reasonable explanation for some events</li> <li>- <b>Describe some similarities, differences and changes occurring within Lower Key Stage 2 topics</b></li> </ul>	<ul style="list-style-type: none"> <li>- <b>Study different aspects of different people - differences between men and women</b></li> <li>- Examine causes and results of great events and the impact on people</li> <li>- Compare life in early and late 'times' studied</li> <li>- <b>Compare an aspect of life with the same aspect in another period</b></li> </ul>	<ul style="list-style-type: none"> <li>- Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings</li> <li>- Compare beliefs and behaviour with another time studied</li> <li>- Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation</li> <li>- Know key dates, characters and events of time studied</li> </ul>
Interpretation of History	<ul style="list-style-type: none"> <li>- Look at the evidence available.</li> <li>- Begin to evaluate the usefulness of different sources.</li> <li>- Use text books and historical knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>- Compare accounts of events from different sources – fact or fiction.</li> <li>- Offer some reasons for different versions of events.</li> </ul>	<ul style="list-style-type: none"> <li>- Link sources and work out how conclusions were arrived at.</li> <li>- Consider ways of checking the accuracy of interpretations – fact or fiction and opinion.</li> <li>- <b>Be aware that different evidence will lead to different conclusions.</b></li> <li>- Confidently use the library and internet for research.</li> </ul>
Historical Enquiry	<ul style="list-style-type: none"> <li>- Use evidence to build up a picture of a past event.</li> </ul>	<ul style="list-style-type: none"> <li>- Begin to identify primary and secondary sources.</li> </ul>	<ul style="list-style-type: none"> <li>- Recognise primary and secondary resources.</li> </ul>

	<ul style="list-style-type: none"> <li>- Choose relevant material to present a picture of one aspect of life in time past.</li> <li>- Ask a variety of questions.</li> <li>- Use the library and internet for research.</li> </ul>	<ul style="list-style-type: none"> <li>- Use evidence to build up a picture of a past event.</li> <li>- Select relevant sections of information.</li> <li>- Use the library and internet for research with increasing confidence.</li> </ul>	<ul style="list-style-type: none"> <li>- Use a range of sources to find out about an aspect of time past.</li> <li>- Suggest omissions and the means of finding out.</li> <li>- Bring knowledge gathered from several sources together in a fluent account/</li> </ul>
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**Bold** = Key themes, showing clear progression of skills throughout the school.