



History at Astwood Bank Primary School

Policy	History
Last review	September 2023
Reviewed by	Mr L. Williams



“Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps us understand the complexity of people’s lives...”

National Curriculum 2014

Introduction:

Children need to be taught why history matters. It is not simply the acquisition of facts, dates and knowledge, but a dynamic subject, engaging the curiosity of the learner, inspiring higher-order thinking and questioning skills, and helping pupils understand their place in a changing world. Good history teaching fires the imagination and helps us understand why the world is like it is today.

Intent:

At Astwood Bank Primary School we teach children to demonstrate an understanding of the past by drawing comparisons and noting similarities between the past and now. Children should be aware of a diverse range of people from the past and should understand their impact on today's society. We intend to challenge misconceptions and explore the reality of the past as opposed to popular culture's versions of history.

The National Curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day; how Britain has influenced and been influenced by the wider world.
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies.

- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends and frame historically valid questions.
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.
- gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Implementation

The children are taught from the subject content contained in the 2014 History Curriculum. We have an immersive thematic approach in which History can feature as the main subject in a specific topic. This enables us to link history to other areas of the curriculum in order to develop a wide range of desirable skills and attitudes. We also recognize that parents have a key role to play in their children's learning and we make our history topics available on our website.

Early years history focuses on understanding the world enabling the children to make sense of their own life story and family history. EYFS teachers will explore situations and figures from the past, drawing on experiences to recognise similarities and differences. Teaching is led by the pupils allowing them to explore areas of interest.

Key Stage 1 history is concerned with an awareness of the past and that people and events fit into a chronological framework. Children study similarities and differences in ways of life in different periods. They will learn how it is that we find out about the past by studying various sources. Children study changes within living memory, events beyond living memory, and significant people and events that have shaped our lives. By studying real life people, traditions and cultures using various sources children develop investigative skills.

Key Stage 2 history continues to develop chronological awareness and highlights trends and contrasts over time. The children will develop accurate historical terms and concepts. They will assess and evaluate a range of historical information from a variety of sources and develop the skills to interrogate this evidence critically.

Each year group maintains a curriculum map with details of History taught and how it works in context of the theme and links to other subjects.

Additionally, there is a history curriculum document for the whole school which gives details of aims and implementation for the whole school.

We believe that children learn best when they:

- handle artefacts
- go on visits to museums and places of interest
- have access to secondary sources such as books and photographs
- listen to and interact with stories from the past
- undertake fieldwork by interviewing family and older friends about changes in their own and other people's lives
- use drama and dance to act out historical events
- are shown, or use independently, resources and videos from the internet
- can use non-fiction books for research.
- are provided with opportunities to work both independently and collaboratively, to ask as well as answer historical questions.
- have opportunity to engage in debate
- hear visitors talk about personal experiences of the past

Resources have been assembled for each area covered by class teachers and these include a variety of physical artefacts. Many resources are now available online. The history coordinator is available to assist in this.

Monitoring

We assess children's work in history by making informal judgements as we observe them during each history lesson. On completion of a piece of written work, the teacher marks the work and comments as necessary. At the end of a unit of work, the teacher makes a summary judgement about the work of each pupil as to if they have achieved or exceeded the objective, or whether more support was needed. This then informs the end-of-year report to parents.

Photo and video evidence can be used as we believe that children should have the opportunity to demonstrate their understanding in a variety of ways. Good history evidence does not always require sophisticated literacy skills or formal pieces of writing.

Review

The school standards are monitored by the senior leadership team by reviewing planning, monitoring history work across the school, and observing lessons. The history policy will be reviewed in line with the school development and improvement plan.

Equal Opportunities

All pupils, regardless of race, class or gender, should have the same access and opportunities to develop historical skills and knowledge. We recognise the fact that we have children of differing ability in all our classes, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies which are differentiated by task, expected outcome and/or support from peers or adults.

Progression of knowledge & skills

EYFS Framework	Understanding the World		Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.			
ELG	Understanding the World	Past and Present	Talk about the lives of 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. Understand the past through settings, characters and events encountered in books read in class and storytelling.			
Reception Themes	Superheroes	Festivals	Story settings	Transport	Space	Food and Farming
Skills	Construct & Sequence the Past Can show an understanding of the difference between old and new. Begin to think about the passing of time. <i>Begin to make sense of their own life-story and family's history.</i>	Change & Development Begin to consider how something is the same or different in the past. Start to develop a sense of time. <i>Notice some similarities and differences between things in the past and now.</i>	Cause & Effect Show some understanding of some key, commonly celebrated historical events (nativity, remembrance). Discuss why things might change overtime by comparing pictures.	Significance & Interpretation Use some sequential words e.g. Now, after, before, new, old, since. <i>Talk about the lives of people around them and their roles in society.</i>	Plan & carry Out Enquiry Ask and answer some questions about the past. Collectively, have an opportunity to sort pictures into order or groups of old and new.	Using Sources of Evidence Begin to use pictures to retrieve information about the past. Have an opportunity to understand the past through settings, characters and events encountered in books read in class and storytelling. <i>Comment on images of familiar situations in the past.</i> <i>Compare and contrast characters from stories, including figures from the past.</i>

Year group	Construct & sequence the past	Change and development	Cause and effect	Significance and interpretation	Plan and carry out an enquiry	Use sources as evidence
Year 1	<ul style="list-style-type: none"> Recognise the difference between 'old' and 'new' Know where some basic events fit on a timeline, relating to their topic Place some basic events onto a timeline and use this to support the retelling of past events. 	<ul style="list-style-type: none"> Say how something is the same or different in the past. Develop a sense of time and how fast things change (eg. differences between changes in their / their parents / their grandparents lifetimes). 	<ul style="list-style-type: none"> Show an understanding of some key events. Start to think about the reasons why things might change (eg. improvements in technology / making life easier / more fun). 	<ul style="list-style-type: none"> Begin to understand why events being studied are important. Use phrases such as <i>now, after, before, modern, new, old, a long time ago, in my lifetime, before I was born, when I was younger.</i> 	<ul style="list-style-type: none"> Ask and answer some historical questions. Sort pictures / objects / events into 'old' and 'new'. 	<ul style="list-style-type: none"> Use pictures and photographs to extract some information about the past. Begin to recognise different ways we can learn about the past (eg. from images, objects, stories, first-hand witnesses).
Year 2	<ul style="list-style-type: none"> Record some events onto a timeline. Know where some key people fit on a timeline. Remember a few significant names and dates. Use common words and phrases related to the passing of time (<i>now, then, before</i>). 	<ul style="list-style-type: none"> Say how lifestyles (work, school, play etc.) were the same or different in the past. Describe differences between 'then' and 'now'. Discuss the speed of change - sometimes in slow increments, sometimes in leaps. 	<ul style="list-style-type: none"> Recount key events from the past in their own words and begin to explain why these events happened. Begin to think about the impact that historical events have had on modern life. 	<ul style="list-style-type: none"> Understand why people and events being studied are important. Begin to express preferences and justify them with evidence / facts (eg. <i>Who was the greatest explorer?</i>) 	<ul style="list-style-type: none"> Ask and answer historically relevant questions. Use historical vocabulary (eg. <i>past, present, recently, years, decades, centuries</i>). Compare events from different periods in history (eg. different discoveries/voyages). 	<ul style="list-style-type: none"> Use a range of sources (eg. pictures, photos, artefacts, stories, text books, field trips etc.) to extract some information about the past. Begin to piece together clues from a variety of different sources.
Year 3	<ul style="list-style-type: none"> Develop knowledge of local and British history on the wider timeline (expanding timelines to reach from the Stone Age to modern day). Place events of British history on a timeline, using dates. Begin to understand the scale of history (eg. the Bronze Age lasted for ≈2000 years, but vast amounts of change in last century.) 	<ul style="list-style-type: none"> Investigate everyday life for people in the past, including clothing, food, houses, beliefs and leisure activities and recognise how these were similar / different to the modern day. Explore change at a local level, investigating the impact of national and global events. 	<ul style="list-style-type: none"> Question, investigate and give reasons for events in the past (eg. why did the first Roman invasions of Britain fail, but later ones were successful?) Describe the impact of events in the more distant past on modern life (eg. the legacy of the Roman Empire for modern Europe). 	<ul style="list-style-type: none"> Ask and answer questions about how and why events and people being studied are significant. Express preferences and personal responses to topics being studied and back-them up with evidence / facts. 	<ul style="list-style-type: none"> Construct relevant questions about history and begin to suggest how these might be answered. Carry out a local history study (how did history shape our area? What evidence can we still find?) Use phrases such as <i>before, during, after, century, decade, BC, AD, ancient, modern, period, Empire, Age.</i> 	<ul style="list-style-type: none"> Use a range of sources or artefacts (written, visual or oral) to learn more about the past. Consider the range of sources available when we study different historical periods (eg. why do we know much more about the Romans than the Iron Age?)

Year group	Construct & sequence the past	Change and development	Cause and effect	Significance and interpretation	Plan and carry out an enquiry	Use sources as evidence
Year 4	<ul style="list-style-type: none"> Position a growing range of eras and events on a timeline (eg. Ancient Egypt, Anglo-Saxons, Romans, Iron Age, Guy Fawkes). Separate out timeline of Britain from global events and recognise that some events are more globally important than others. 	<ul style="list-style-type: none"> Ask and answer questions about changes, similarities and differences. Begin to have an understanding of broader trends / themes over time. Explore differences between different people living at the same time. 	<ul style="list-style-type: none"> Independently question the reasons behind historical events and changes. Give increasingly historically accurate answers to these questions. Describe how events/ people being studied have had an impact on the modern world. 	<ul style="list-style-type: none"> Can ask and answer questions about how and why events/people are significant. Show empathy for people living in the past, recognising what their lives would have been like and how they would have felt. 	<ul style="list-style-type: none"> Ask relevant questions about history and suggest sources of evidence that could be used to answer them, recognising the difference between primary and secondary sources. Use historical terms correctly. 	<ul style="list-style-type: none"> Understanding that historical knowledge comes from a range of sources. Look at two versions of the same events identifying how they are similar/different. Question the accuracy of modern depictions of historical events.
Year 5	<ul style="list-style-type: none"> Develop a clear understanding of the order of the time periods that they have studied (covering all units from KS1 & KS2). Place world history events on a timeline using the correct dates and labels. 	<ul style="list-style-type: none"> Discuss changes, similarities and differences. Deepen understanding of trends/themes over time. Describe what life was like for people living at the same point (rich/ poor, military/civilians etc.) 	<ul style="list-style-type: none"> Ask and answer clear and accurate questions about what happened. Ask 'why' questions to further historical understanding. Debate and discuss different opinions about historical causes and effects. 	<ul style="list-style-type: none"> Deepen their understanding that historical knowledge comes from a range of sources. Understand that there can be many versions of the same events in history, giving reasons why these may exist. 	<ul style="list-style-type: none"> Select appropriate evidence to answer a question, and recognise that there is often not a single 'right' answer to an historical question. Draw conclusions on what happened based on study a range of sources. 	<ul style="list-style-type: none"> Accept, reject and comment on how useful sources are when carrying out research. Recognise that not all sources are equally valid, and that some evidence may come from propaganda or opinion.
Year 6	<ul style="list-style-type: none"> Have a clear understanding of the order of the time periods that they have studied (covering all units from KS1 & KS2). Comment on trends that happen over time. Annotate a timeline with historical terms and facts, showing a sense of historical scale. 	<ul style="list-style-type: none"> Ask and answer questions about changes, similarities and differences and challenge responses. Discuss and debate trends and themes over time. Describe changes across an historical period (considering social, political, cultural and technological changes). 	<ul style="list-style-type: none"> Independently ask and answer clear and accurate questions about the past. Discuss and compare a range of plausible causes and effects. Investigate and describe legacies for the modern world, investigating and discussing how ancient civilisations can still have an impact on our lives. 	<ul style="list-style-type: none"> Recognise that some events and people are more significant than others, and use evidence to back-up responses. Understand that historical knowledge comes from a range of sources. Make links between historical events, changes and cultures across a range of periods studied. 	<ul style="list-style-type: none"> Consider the validity of different sources and select reliable, appropriate resources to use to answer a specific question. Reach conclusions on what happened based on the study of a range of sources. Reflect on enquiries and identify ways in which they could be improved or extended. 	<ul style="list-style-type: none"> Draw together and analyse a wide range of sources (both primary and secondary), sourcing these independently where appropriate. Challenge the accuracy, validity and usefulness of artefacts, texts, photographs, online resources etc. when investigating historical sources.