



## **History Policy**

**Approved by FGB on 8<sup>th</sup> March 2022 Minute Number 8.1**

# Town End Junior School History Policy

We believe that the study of History is more than simply facts and dates – our pupils are encouraged to delve into the past in a much deeper way. Pupils learn History mainly through a topic-based approach utilising a wide range of sources, experiences and artefacts to bring the past to life.

## Intent

- To help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world.
- To inspire pupils' curiosity to know more about the past.
- To equip pupils to ask perceptive questions, think critically, weigh evidence and develop their own judgement.
- To help pupils to understand the process of change, the diversity of societies and comprehend how the events of the past have led society to its current state.
- To help pupils to understand their own identity and the challenges of their time.
- Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and 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; achievements and follies of mankind
- Gain a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament'.
- 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, frame historically-valid questions and create their own structured accounts.
- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and weigh the validity of claims using evidence and independent research.

## Implementation

First hand experiences are used wherever possible, such as field trips, theatre groups and the use of historical artefacts or re-creating experiences from history. Historical content is taught using a variety of sources, alongside independent research, as well as peer discussion on the validity of findings, and the depth of understanding and presentation.

Some classroom tasks are skills-based, focussing on enquiry and evaluation of sources or comparing different periods in time, whilst others are content-based.

Lessons will:

- Review knowledge from the previous lesson, giving context within the wider topic.
- Explain the lesson objective.
- Often use a key question to direct pupils' thinking / enquiry about the past, encouraging them to question sources, assertions and to form their own conclusions.
- Set common tasks which are open-ended and can have a variety of responses, using classroom assistants to support children individually or in groups.

- Vary the resources and activities to suit different learning styles, working individually, in pairs or groups, ensuring they can be effective in finding out about and trying to explain the past.

## • Impact

Children build upon their skills progressively as they move through the school, becoming independent in the skill of historical enquiry. History allows children to explain the 'how' and 'why' of History by comparing themes across different historical periods.

Pupils learn to be curious and independent investigators, who understand changes in society over time, and can explain both the reasons for this, and the impact on later times and cultures.

## Curriculum Resources And Enrichment

A variety of primary and secondary resources are used, including texts, artefacts, ICT, photographs, videos, music, role-play, novels and news items.

Enrichment activities include themed days in school, visiting speakers or theatre groups, day visits and residential field trips. Trips have included Creswell Crags, Chatsworth House, Hardwick Hall, Eden Camp WWII Museum, Jorvik Viking Centre, Lea Green and Matlock Bath Mining Museum.

## Monitoring And Evaluation

Reports to parents are made verbally in Autumn and Spring parents' evenings and in a written report in Summer, describing each child's attitude, progress and understanding of the topics.

Teachers make regular summative assessment of what individual pupils know and understand in history by observing them at work, listening to and discussing with them and evaluating work produced against lesson aims and skills progression.

Book scrutinies are conducted during the year as part of writing book evaluation. The co-ordinator supports colleagues in the teaching of history, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. An Action Plan is reviewed and made annually which reports on achievements and indicates areas for further development. Staff meetings are periodically used for staff training, resources review and creation of tasks and planning.

## Program Of Study

Cycle A – Year 3/4

Autumn	Spring	Summer
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.

Cycle B – Year 3/4

Autumn	Spring	Summer
Changes in Britain from the Stone Age to the Iron Age.	The achievements of the earliest civilisations – an overview of where and when they appeared. In depth study of Ancient Egypt.	Local History – Tudors at Hardwick/Chesterfield. A Tudor legacy based on Hardwick/Haddon and Chesterfield.

Cycle A – Year 5/6

Autumn	Spring	Summer
A study of history that extends British History beyond 1066. Social change since 1930 to Battle of Britain.	Study of a Non-European society - South America and the Maya civilisation	Natural Disasters

Cycle B – Year 5/6

Autumn	Spring	Summer
Ancient Greece - a study of Greek life and achievements, and their influence on the Western World.	North America	Local History - agriculture and industry in Derbyshire.

## History Skills Progression

	Year 3	Year 4	Year 5	Year 6
<b>Chronology</b>	Place the time studied on a time line. Sequence events or artefacts. Use dates related to the passing of time	Place events from the period studied on a time line. Use terms related to the period and begin to date events. Understand more complex terms e.g. BCE/AD	Place current study on time line in relation to other studies. Know and sequence key events of time studied. Use relevant terms and periods. Labels relate current studies to previous studies. Make comparisons between different times in history	Place current study on time line in relation to other studies. Use relevant dates and terms  Sequence up to ten events on a time line
<b>Range and Depth of Historical Knowledge</b>	Find out about everyday lives of people in time studied compared with our life today. Identify reasons for and results of people's actions. Understand why people may have had to do something  Study change through the lives of significant individuals (e.g. Queen Elizabeth I and Queen Elizabeth II)	Use evidence to reconstruct life in time studied. Identify key features and events. Look for links and effects in time studied. Offer a reasonable explanation for some events. Develop a broad understanding of ancient civilisations	Study different aspects of life of different people – differences between men and women. Examine causes and results of great events and the impact on people. Compare life in early and late times studied. Compare an aspect of life with the same aspect in another period. Study an ancient civilization in detail (e.g. Greece, Mayans)	Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings. Compare beliefs and behaviour with another period studied. Compare and contrast ancient civilisations. Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation. Know key dates, characters and events of time studied.
<b>Interpretations of History</b>	Identify and give reasons for different ways in which the past is represented. Distinguish between different sources and evaluate their usefulness. Look at representations of the period – museum etc.	Look at the evidence available - begin to evaluate the usefulness of different sources. Use of text books and historical knowledge, cartoons, etc.	Compare accounts of events from different sources - fact or fiction. Offer some reasons for different versions of events.	Link sources and work out how conclusions were arrived at. Consider ways of checking the accuracy of interpretations – fact or fiction and opinion. Be aware that different evidence will lead to different conclusions. Confident use of research methods.
<b>Historical Enquiry</b>	Use a range of sources to find out about a period. Observe small details – artefacts, pictures, etc. Select and record information relevant to the study. Begin to use library, etc for research. Ask & answer questions	Use evidence to build up a picture of a past event. Choose relevant material to present a one aspect of life in time past. Ask a variety of questions. Use the library, e-learning for research.	Begin to identify primary and secondary sources. Use evidence to build up a picture of life in time studied. Select relevant sections of information - confident use of library, e-learning for research.	Recognise primary and secondary sources - use a range of sources to find out about an aspect of time past. Suggest omissions and the means of finding out. Bring knowledge from several sources together in a fluent account.
<b>Organisation and Communication</b>	Communicate knowledge and understanding in a variety of ways – discussions, pictures, writing, annotations, drama.	Select data and organise it into a data file to answer historical questions. Know the period in which the study is set. Display findings in a variety of ways, independently and in groups	Fit events into a display sorted by theme or time. Use appropriate terms, matching dates to people and events. Record and communicate knowledge in different forms. Work independently and in groups showing initiative	Select an aspect to make a display. Use a variety of ways to communicate knowledge and understanding including extended writing. Plan and carry out individual investigations.

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