
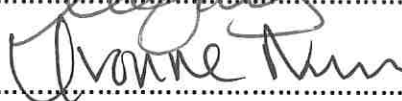




HISTORY POLICY

This Policy was approved at a meeting of the Full Governing Body on 21st November 2022

Chair of Governors: Mr L Shilling
Headteacher: Ms Y Nunn

Signed  Chair of Governors
Signed  Headteacher

Review Date: September 2024

This policy is written with consideration of Article 28 of the UNCRC 'Every child has the right to an education' as well as Article 29 'Education must develop every child's personality, talents and abilities to the full.'

Our Whole School Intent Statement

At the forefront of Hampton's curriculum is equity for every child with every curriculum experience underpinned by our core values: understanding that children are unique in their needs and circumstances. We value each child as an individual, each with a unique potential for learning. Our aim is to prepare every child for life beyond Hampton, providing them an exciting and empowering curriculum with the skills, knowledge and values that equip them for today and tomorrow.

When children leave us to move on, their curriculum experiences at Hampton will ensure they have:

- A sureness in themselves as a young person and their attitudes to learning
- A sound knowledge of basic skills
- An understanding of the moral, spiritual, cultural, mental and physical virtues they all possess
- Aspiration and resilience to aim high and challenge themselves to achieve great things in the future
- A sense of belonging, moral purpose, respect and tolerance for others
- A set of core values which are life skills, fostering responsibility for learning and future success allowing them to be happy and confident adults.

Intent

Our intent for the History curriculum at Hampton Primary School is to inspire children's curiosity and interest in the past while developing the use of historical vocabulary. It should develop children's understanding about the lives of people who lived in the past and teach children to understand how events in the past have influenced our lives today. We intend children to investigate these past people and events through the use of enquiry, comparison, analysis and interpretation and to use a range of high quality resources and artefacts to support this. We aim to teach children a sense of chronology, and through this they will develop a sense of identity and a cultural understanding based on their historical heritage.

Implementation

Planning for History is a process in which all teachers are involved to ensure that the school gives full coverage of, 'The National Curriculum programmes of study for History 2014' and 'Understanding the World' in Early Years Foundation Stage. In ensuring high standards of teaching and learning in History, we implement a curriculum that is relevant (KS1), chronological (KS2) and the teaching of skills is progressive throughout the whole school.

History is taught as part of a half-termly or termly topic, focusing on knowledge and skills stated in the National Curriculum. History is delivered as discrete units and lessons to ensure coverage. History units ensure progression between year groups and guarantees topics are covered. By the end of Year 6, children will have a chronological understanding of British History from the Stone Age to the present day. They are able to draw comparisons and make connections between different time periods and their own lives. Interlinked with this are studies of world history, such as the ancient civilisations of Greece and the Egyptians.

The local area is also fully utilised to achieve the desired outcomes, with extensive opportunities for learning outside the classroom embedded in practice.

Year	Autumn	Spring	Summer
1	N/C: The lives of significant individuals in the past who have contributed to national and international achievements Pirates - Christopher Columbus N/C: events beyond living memory that are significant nationally or globally Magic - Gunpowder plot	N/C: See <u>geography curriculum</u> Africa (1 term)	N/C: people and places in their own locality and <u>geography curriculum</u> Victorian Herne Bay (2 terms)
2	N/C: The lives of significant individuals in the past who have contributed to national and international achievements Superheroes - Mary Seacole / Florence Nightingale	Out of this world—History of Space—Neil Armstrong....	N/C: See <u>geography curriculum</u> Brazil / Rainforests N/C: The lives of significant individuals in the past who have contributed to national and international achievements Local History - Amy Johnson
3	N/C: Changes in Britain from the Stone Age to the Iron Age. Stone Age to Iron Age (2 Terms)	N/C: The achievements of the earliest civilisations Ancient Egypt (2 Terms)	N/C: See <u>geography curriculum</u> —India (1 Term) Local History—Local landmarks
4	N/C: The Roman Empire and its impact on Britain Roman Empire in Britain (2 Terms)	N/C: A significant turning point in British history and <u>geography curriculum</u> The Big Freeze (2 Terms)	N/C: A study of Greek life and achievements and their influence on the western world. Ancient Greeks (1 Term) Local History—History of Hampton
5	N/C: The Viking and Anglo Saxon struggle for the Kingdom of England to the time of Edward the Confessor. Vikings and Anglo Saxons (2 Terms)	N/C: The changing power of Monarchs. The Tudors (2 Terms)	N/C: See <u>geography curriculum</u> —Oceans (1 Term) Local History—Smugglers
6	N/C: A non-European society that provides contrasts with British History. Ancient Maya (2 Terms)	N/C: A significant turning point in British history. World War II (2 Terms)	N/C: A significant turning point in British history. How World War II affected Herne Bay (1 Term) Local History - History of Herne Bay Piers

Impact

By the end of their primary education at Hampton Primary School, our children will be equipped with a coherent body of historical knowledge, a range of transferable skills and a rich vocabulary that will enable them to be ready for the curriculum at Key Stage 3 and for life as an adult in the wider world. The impact of our History curriculum is that children at Hampton Primary School will thoroughly enjoy learning about their own local history and the history of the wider world in which they live. Children will develop progressively as historians applying and building upon the knowledge and skills they have acquired. They will gain a sense of curiosity about the past, ask thought provoking questions and have a desire to find out more.

Purpose of study

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time

Aims

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 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 and deploy a historically-grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- 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, including written narratives and analyses
- 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.

History in the National Curriculum

Attainment targets

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.

Subject content

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 aspects of change in national life
- events beyond living memory that are significant nationally or globally (e.g. 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 (e.g. 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 Edith Cavell)
- significant historical events, people and places in their own locality.

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 and that different versions of past events may exist, giving some reasons for this.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

Changes in Britain from the Stone Age to the Iron Age

This could include:

- late Neolithic hunter-gatherers and early farmers, e.g. Skara Brae
- Bronze Age religion, technology and travel, e.g. Stonehenge
- Iron Age hill forts: tribal kingdoms, farming, art and culture

The Roman Empire and its impact on Britain

This could include:

- Julius Caesar's attempted invasion in 55-54 BC
- the Roman Empire by AD 42 and the power of its army
- successful invasion by Claudius and conquest, including Hadrian's Wall
- British resistance, e.g. Boudica
- "Romanisation" of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity

Britain's settlement by Anglo Saxons and Scots

This could include:

- Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire
- Scots invasions from Ireland to north Britain (now Scotland)
- Anglo-Saxon invasions, settlements and kingdoms: place names and village life
- Anglo-Saxon art and culture
- Christian conversion – Canterbury, Iona and Lindisfarne

The Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor

This could include:

- Viking raids and invasion
- resistance by Alfred the Great and Athelstan, first king of England
- further Viking invasions and Danegeld
- Anglo-Saxon laws and justice
- Edward the Confessor and his death in 1066

A local history study

For example:

- a depth study linked to one of the British areas of study listed above
- a study over time tracing how several aspects national history are reflected in the locality (this can go beyond 1066)
- a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.

A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

For example:

- the changing power of monarchs using case studies such as John, Anne and Victoria
- changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century
- the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day
- a significant turning point in British history, e.g. the first railways or the Battle of Britain

- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth 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 civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300

We strive to develop children's enquiry skills through the use of questioning and by setting the children tasks and exposing them to experiences which will help their information finding skills. Lessons may be taught as whole class sessions, group activities or individual tasks dependant on the structure of the class and content of the lesson. A variety of approaches will be used to cater for different learning styles, visual, auditory and kinaesthetic. These will include:

- stories
- timelines
- classroom displays
- role play and drama
- use of photographs
- ICT
- educational visits
- workshops
- Museum CAT boxes

Resources

Resources will be acquired and held by year group managers.

SEN

Schools have a responsibility to provide a broad and balanced curriculum for all pupils. This statutory inclusion statement outlines how teachers can differentiate and modify as necessary to provide all pupils with relevant and appropriately challenging work at each keystage. It sets out three principles that are essential to developing a more inclusive curriculum.

- setting suitable learning challenges
- responding to pupil's diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils

We aim to encourage all pupils to reach their full potential through the provision of varied opportunities and differentiated lessons. Through the teaching of History we aim to develop awareness of ethnic, cultural and economic diversity of human society and to foster positive attitudes to all people. Care is taken when selecting source material that a range of perspectives and viewpoints are represented including those of men and women from different racial, national and religious groups. In addition, care is also taken that societies are not just represented from the British perspective but also from their own. The importance of the pupils own cultural background is recognised as a resource which may give an alternative perspective on events of the past as well as the present. The History co-ordinator will liaise with the SENCO to ensure that the children with SEN achieve their full potential in History lessons and activities.

Educational Visits

Educational visits to places of historical value will be used to support the pupils work in History. The learning process will be based on direct experience and practical activities and will take into account the pupils own interests, experiences and activities.

Assessment and Recording

Planning has been specifically adapted to build on prior knowledge of pupils. Each topic has been sequenced to follow prior learning and links will be made across different year groups. Teachers allow for assessment to be made during the course of a History lesson using discussion, question and answer techniques and in encouraging pupils to communicate findings to others. This will be recorded in lesson evaluations. Knowledge organisers will be used as an assessment tool throughout. This will provide formative assessment and inform future planning needs.

The Role of the Subject Lead

To take the lead in policy development and be responsible for schemes of work that ensures progression and continuity in history throughout the school.

To support colleagues.

- Monitoring of subject area – climate walk, book looks and observations
- To suggest assessment and record keeping strategies.
- To maintain and update subject display board in a communal area.
- To maintain and update subject area on school website.
- To monitor progress in History and advise the Head teacher on any action to take or areas to develop.
- To disseminate information to colleagues regarding up to date history curricular developments in accordance with national & local guidelines.
- To report back to staff and advise on INSET and other professional development opportunities.
- To oversee the resource needs of the subject and introduce teachers to new and appropriate materials & equipment as they become available.