

# St Ippolyts CE (Aided) Primary School

"Love one another. As I have loved you, so you must love one another"

John 13:34



## History Policy

## **Intent**

History has always been held in high regard at St Ippolyts, with the school's own rich history within the context of the local area a celebrated and inspiring feature of the school. Topics are informed by the national curriculum and are sensitive to children's interests, as well as the context of the local area. The history curriculum at St Ippolyts is carefully planned and structured to ensure that current learning is linked to previous learning and that the school's approaches are informed by current pedagogy. In line with the national curriculum 2014, the curriculum at St Ippolyts aims to ensure that all pupils: Gain a coherent knowledge and understanding of Britain's past and that of the wider world which helps to stimulate pupils' curiosity to know more about the past; Are encouraged to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement; Begin 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.

## **Implementation**

History is taught in blocks throughout the year, so that children achieve depth in their learning. Teachers have identified the key knowledge and skills of each topic and consideration has been given to ensure progression across topics throughout each year group across the school. 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 Mayans. Cross curricular outcomes in history are specifically planned for, with strong links between the history curriculum and morning literacy lessons enabling further contextual learning. Planning is informed by and aligned with the national curriculum. In addition, staff have access Planbee plans and resources, however, teachers lesson design is not limited by this and is informed by national agencies. Consideration is given to how greater depth will be taught, learnt and demonstrated within each lesson, as well as how learners will be supported in line with the school's commitment to inclusion. Outcomes of work are regularly monitored to ensure that they reflect a secure understanding of the key identified knowledge. Within our knowledge-rich approach, there is a strong emphasis on people and the community of our local area. The Early Years Foundation Stage (EYFS) follows the 'Development Matters in the EYFS' guidance which aims for all children in reception to have an 'Understanding of the World; people and communities, the world and technology' by the end of the academic year.

## **Impact**

Outcomes in history and literacy books, evidence a broad and balanced history curriculum and demonstrate the children's acquisition of identified key knowledge. Children review previous learning through sticky knowledge quizzes and through their successes in achieving the key questions at the end of every session. By the end of their primary education at St Ippolyts, our learners will have gained a rich body of historical knowledge and a wide range of transferable skills, which they can apply to other subjects and contexts. We measure our impact based on pupils' confidence to ask and explore questions to further their own historical knowledge and understanding.

## Teaching and Learning

Across the whole school, there are four key historical learning strands that the children will explore over the course of their education at St Ippolyts:

- To investigate and interpret the past.
- To build an overview of world history.
- To understand chronology.
- To communicate historically.

As pupils develop these skills in a range of contexts, so too will they develop the ability to be independent learners, using the key historical skills they have gained to analyse, question, and compare sources of evidence to form their own judgements about the past. Learning from these strands helps children to foster an enthusiasm and sense of curiosity about the past, encouraging pupils in their first steps towards being life-long learners.

## Curriculum planning

We use the National Curriculum documents for history as the basis for our curriculum planning, but wherever possible we have adapted this to a local context, for example, using our school history when studying the Victorians. We plan on a two year rolling programme ensuring progression of skills within different contexts and themes.

| Class               |   |   |  |  |  |   |
|---------------------|---|---|--|--|--|---|
| <b>1</b><br>EYFS    | EYFS based learning with Year One historical skills and themes (See National Curriculum)<br>EYFS based learning with Year One geography skills and themes (See National Curriculum) |   |  |  |  |   |
| <b>2</b><br>Y1 & Y2 | Researching significant people from the past (Newton)   | Hot and cold places in the world.   | Investigating past events (Homes)                          | Naming countries, oceans and continents.         | Researching significant events from beyond living memory (Great Fire of London)  | Map skills. (Using real maps to learn about ports, forests, mountains, hills coasts). |
| <b>3</b><br>Y2 & Y3 | Changes within living memory (Communication then and now)   | Comparison study of another country to the UK.                                    | Stone Age and Iron Age including research into Stonehenge. | Europe (Naming and learning countries of Europe) | Research and compare historical figures. (Mary Seacole and Florence Nightingale) | Map Skills (Using ordnance survey maps of local areas and 8 points of a compass)      |
| <b>4</b><br>Y3 & Y4 | Ancient Greek Era   | Compare 3 places; a UK Location, A European location and a non-European location. | Ancient Rome Era (A study into a Boudicca)                 | Rainforests                                      | Comparison of Ancient Rome and Ancient Greece                                    | Maps and fieldwork (4- figure grid references)  |
| <b>5</b><br>Y4 & 5  | Tudors (The impact of the Battle of Bosworth)   | North America   | Changing role of women (suffragettes and Suffragists)      | South America                                    | Battle of Britain  | Map Skills and fieldwork  |
| <b>6</b><br>Y6      | Vikings and Anglo Saxons  | Mountains   | Titanic  | Weathering and erosion                           | Crime and Punishment   | Map Skills and fieldwork  |

## Assessment

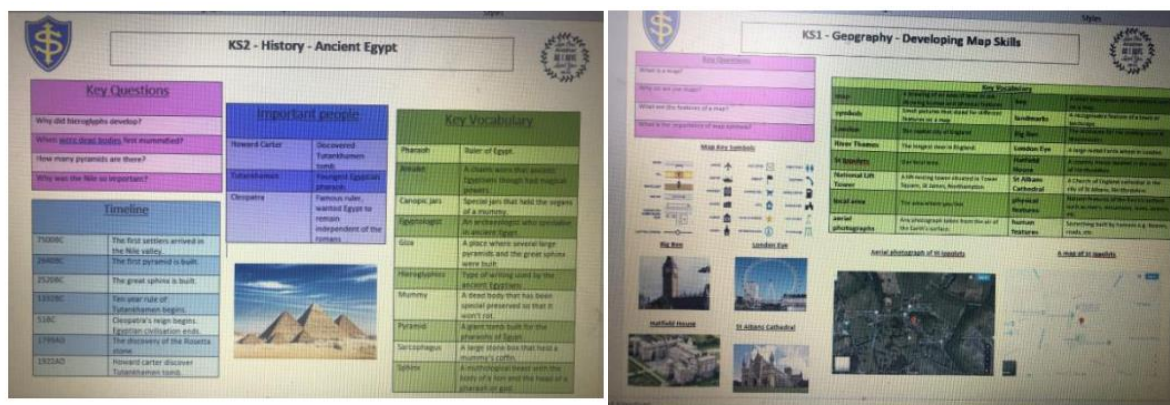
Assessment for learning is continuous throughout the planning, teaching and learning cycle. Key historical knowledge is taught to enable and promote the development of children's historical enquiry skills. Assessment grids are completed at the end of each term.

Assessment is supported by use of the following strategies:

- Observing children at work, individually, in pairs, in a group and in class during whole class teaching.
- Using differentiated, open-ended questions that require children to explain and unpick their understanding.
- Providing effective feedback, including interactive marking through green pen questions where appropriate, to engage children with their learning and to provide opportunities for self-assessment, consolidation, depth and target setting.4 4
- Book moderation and monitoring of outcomes of work, to evaluate the range and balance of work and to ensure that tasks meet the needs of different learners, with the acquisition of the pre-identified key knowledge of each topic being evidenced through the outcomes.
- Sticky knowledge quizzes are used at the beginning of lessons to ensure children's long term knowledge is secure.

## Knowledge organisers

Knowledge organisers for each topic to improve subject specific vocabulary and chronological awareness. Enquiry question for each topic, with subsidiary questions for each lesson.



## EYFS

Early years explore historical themes and content through the Understanding of the World strand of the EYFS curriculum. This involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places and time. They are assessed according to the Development Matters Attainment targets

## **EYFS**

In the EYFS at St Ippolyts School, early history skills are taught through the EYFS strand: Understanding the World. Progression of this strand is taken from the document, 'Development Matters' (2020) with all children being assessed against the ELGs at the end of Reception.

## **Key Stage One**

During Key Stage 1, children begin to develop an awareness of the past, using common words and phrases relating to the passing of time. They start to 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 demonstrate a growing confidence and accuracy when using commonplace historical vocabulary.

Through literacy and drama, children become able to ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. Children start to use, and begin to evaluate, some of the ways in which we find out about the past and identify different ways in which it is represented.

Children are taught to identify changes within living memory, by examining how toys and entertainment have changed within living memory and what this reveals about changes in national life. Children also investigate events beyond living memory, to develop a growing sense of chronology and awareness of time and changes over time. As part of this focus children will study the Great Fire of London and how homes have changed over time. We will also study the lives of significant individuals in the past who have contributed to national and international achievements; the specific individuals studied will link to and support cross curricular link; however we plan to study Samuel Pepys, William Caxton and Tim Berners-Lee as well as Mary Seacole, Florence Nightingale and Edith Cavell. As part of our study of significant historical events, people and places in their own locality, we will look at the history of flight, making local links to Alliott Verdon Roe, the first Englishman to fly an all-British machine a year later with a triplane on Walthamstow Marshes in 1909.

## **Key Stage Two**

Throughout 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. This sense of understanding of chronology will be referred to throughout this Key Stage so that children become secure in their understanding of important historical events and eras, 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. Children will learn to select, organise, review and present relevant historical information.

Children will begin to understand how our knowledge of the past is constructed from a range of sources and that sources need to be carefully evaluated. Progression, through this Key stage, should allow pupils to understand both the long arc of development and the complexity of specific aspects of the content. During this Key Stage, children are learning about the changes that happened in Britain from the Stone Age, through the Bronze Age to the Iron Age.

They will also learn about the Roman Empire and its impact on Britain; both in the short term and to the present day. This study will be followed by an investigation of Britain's settlement by the Anglo-Saxons and Scots culminating in a study of the Viking and Anglo-Saxon struggle for the Kingdom of

England to the time of Edward the Confessor. We will study these periods of history in a broad chronological order, to help support children's understanding of chronology and trends over time.

We will study the impact of the World War II and the Blitz on the local community, showing how several aspects of national history are reflected in the locality. Children will also explore the theme of, Monarchs then and now, examining the changing power of monarchs over time.

In addition to this focus on British history, we will study the achievements of the earliest civilizations, giving children an overview of where and when they first appeared and also the opportunity to study in depth early civilizations such as Ancient Sumer, the Indus Valley, Ancient Egypt, or the Shang Dynasty of Ancient China. Once again, the specific in-depth study will be selected to ensure effective and enriching cross curriculum links.

Children's study of ancient civilisations will be extended by investigation of Ancient Greece, where children will study Greek life, the major achievements of this society and its influence on the western world. To further complement children's understanding of society, children will have the opportunity to study a non-European society that provides contrasts with British history, using early Islamic civilization, Mayan civilization or Benin as the context of this comparison.

### **Progression of skills**

(See document)

### **Equal Opportunities**

At St Ippolyts school, we are committed to providing a teaching environment which ensures all children are provided with the same learning opportunities regardless of social class, gender, culture, race, special educational need or disability. Teachers use a range of strategies to ensure inclusion and also to maintain a positive ethos where children demonstrate positive attitudes towards others.

Support for specific individuals is well considered and planned for, with consideration given to how greater depth and further challenge can be provided for and demonstrated by children who require further challenge.

### **Resources**

Resources are continually reviewed, by class teachers and the subject leader, to enable effective teaching of History units in the Scheme of Work. Resources are kept in topic boxes in the history cupboard including a variety of artefacts.