



## History policy for Kirk Smeaton Primary School

**Reviewed April 2017.**

**To be reviewed April 2019.**

### **Introduction**

This policy outlines the teaching, organisation and management of history taught and learnt at Kirk Smeaton CE Primary School.

### **We teach history to:**

- Fire pupils' curiosity about the past in Britain and the wider world
- Encourage thinking about how the past influences the present
- Help students develop a chronological framework for their knowledge of significant events and people
- Foster a sense of identity and an increased understanding of pupils' own position in their own community and the world
- Develop a range of skills and abilities - particularly those related to finding out about the past, explaining what happened and what people then and now think about what happened.

### **Through history we can also:**

Improve pupils' skills in literacy, numeracy and ICT

Develop pupils' thinking skills

Promote pupils' awareness and understanding of gender, cultural, spiritual and moral issues

Develop pupils as active citizens

### **Inclusion/equality statement**

We believe that a broad and balanced history education is the entitlement of all children, regardless of ethnic origin, gender, class, aptitude or disability.

### **In Foundation Stage pupils learning history will:**

- In Reception Class pupils find out about past and present events in the children's own lives, family members and of friends they know. They begin to know about their own culture and that of other people. They are encouraged to show an understanding of sequencing simple events. We include an element of Understanding of the World in each of the child's learning themes.

### **In KS1 & KS2 pupils learning history will:**

- Understand Chronology
- Investigate & interpret the past
- Build an overview of world history
- Communicate historically

### **When teaching history, we:**

- Always explain what we want pupils to know, understand and be able to do through the history they are about to do
- Use key questions to direct pupils' thinking / enquiry about the past
- Vary the resources and activities to ensure each pupil can be effective in finding out about and trying to explain the past whatever their learning style.
- Use starters and plenaries to ensure students fully understand what they are learning, how they learn and how well they are progressing
- Use ICT to support learning and research e.g. Espresso Primary Education and Youtube

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**To assess pupils' progress in history we:**

- Gather evidence of what individual pupils know, understand and can do in history by observing them at work, listening to and discussing with them, and evaluating any work they produce before and after the session to evidence new learning.

**In our curriculum history is taught:**

Within an integrated / thematic approach history is linked it with other subjects of the curriculum; Eg. ICT. After consultation with pupils, as to what they would like to learn about the teachers make the pertinent links in their planning.

**To teach history we have a range of resources:**

Texts, artefacts, photographs, portraits, primary sources, ICT, the environment, high quality educational visits, local historians.

**Monitoring and Tracking:**

- Teachers highlight taught coverage on a curriculum document.
- The termly planning is checked to ensure that history objectives are taught and are linked to the current topic.
- Age related expectations for each child in each subject are reported termly on a matrix.

**History Learning Objectives and Success Criteria:**

LO. To Investigate & Interpret the Past

Milestone 1	Milestone 2	Milestone 3
Observe or handle evidence to ask questions and find answers to questions about the past.	• Use evidence to ask questions and find answers to questions about the past.	• Use sources of evidence to deduce information about the past.
Ask questions such as: What was it like for people? What happened? How long ago?	• Suggest suitable sources of evidence for historical enquiries.	• Select suitable sources of evidence, giving reasons for choices.
Use artefacts, pictures, stories, online sources and databases to find out about the past.	• Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.	• Use sources of information to form testable hypotheses about the past.
Identify some of the different ways the past has been represented	• Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.	• Seek out and analyse a wide range of evidence in order to justify claims about the past.

	<ul style="list-style-type: none"> <li>• Suggest causes and consequences of some of the main events and changes in history.</li> </ul>	<ul style="list-style-type: none"> <li>• Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</li> </ul>
		<ul style="list-style-type: none"> <li>• Understand that no single source of evidence gives the full answer to questions about the past.</li> <li>• Refine lines of enquiry as appropriate.</li> </ul>

L.O To Build an Overview of World History.

<b>Milestone 1</b>	<b>Milestone 2</b>	<b>Milestone 3</b>
<ul style="list-style-type: none"> <li>• Describe historical events.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe changes that have happened in the locality of the school throughout history.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify continuity and change in the history of the locality of the school.</li> </ul>
<ul style="list-style-type: none"> <li>• Describe significant people from the past.</li> </ul>	<ul style="list-style-type: none"> <li>• Give a broad overview of life in Britain from ancient until medieval times.</li> </ul>	<ul style="list-style-type: none"> <li>• Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times.</li> </ul>
<ul style="list-style-type: none"> <li>• Recognise that there are reasons why people in the past acted as they did.</li> </ul>	<ul style="list-style-type: none"> <li>• Compare some of the times studied with those of other areas of interest around the world.</li> </ul>	<ul style="list-style-type: none"> <li>• Compare some of the times studied with those of the other areas of interest around the world.</li> </ul>
	<ul style="list-style-type: none"> <li>• Describe the social, ethnic, cultural or religious diversity of past society.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the social, ethnic, cultural or religious diversity of past society.</li> </ul>
	<ul style="list-style-type: none"> <li>• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> </ul>

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To Understand Chronology

<b>Milestone 1</b>	<b>Milestone 2</b>	<b>Milestone 3</b>
<ul style="list-style-type: none"> <li>Place events and artefacts in order on a time line.</li> </ul>	<ul style="list-style-type: none"> <li>Place events, artefacts and historical figures on a time line using dates.</li> </ul>	<ul style="list-style-type: none"> <li>Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</li> </ul>
<ul style="list-style-type: none"> <li>Label time lines with words or phrases such as: past, present, older and newer.</li> </ul>	<ul style="list-style-type: none"> <li>Understand the concept of change over time, representing this, along with evidence, on a time line.</li> </ul>	<ul style="list-style-type: none"> <li>Identify periods of rapid change in history and contrast them with times of relatively little change.</li> </ul>
<ul style="list-style-type: none"> <li>Recount changes that have occurred in their own lives.</li> </ul>	<ul style="list-style-type: none"> <li>Use dates and terms to describe events.</li> </ul>	<ul style="list-style-type: none"> <li>Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.</li> </ul>
<ul style="list-style-type: none"> <li>Use dates where appropriate.</li> </ul>		<ul style="list-style-type: none"> <li>Use dates and terms accurately in describing events.</li> </ul>

To Communicate Historically.

<b>Milestone 1</b>	<b>Milestone 2</b>	<b>Milestone 3</b>
<ul style="list-style-type: none"> <li>Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</li> </ul>	<ul style="list-style-type: none"> <li>Use appropriate historical vocabulary to communicate, including:                             <ul style="list-style-type: none"> <li>dates</li> <li>time period</li> <li>era</li> <li>change</li> <li>chronology.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Use appropriate historical vocabulary to communicate, including:                             <ul style="list-style-type: none"> <li>dates</li> <li>time period</li> <li>era</li> <li>chronology</li> <li>continuity</li> <li>change</li> <li>century</li> <li>decade</li> <li>legacy.</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>Show an understanding of the concept of nation and a nation's history.</li> </ul>	<ul style="list-style-type: none"> <li>Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</li> </ul>	<ul style="list-style-type: none"> <li>Use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past.</li> </ul>
<ul style="list-style-type: none"> <li>Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.</li> </ul>		<ul style="list-style-type: none"> <li>Use original ways to present information and ideas.</li> </ul>

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# Support

## Generic history skills

P4	P5	P6	P7	P8	Early Years
<ul style="list-style-type: none"> <li>• Recognise self and other people in pictures of the recent past.</li> <li>• Link the passage of time with a variety of indicators.</li> <li>• Use single words, signs or symbols to confirm the function of everyday items from the past.</li> </ul>	<ul style="list-style-type: none"> <li>• Show appreciation of taking part in past events.</li> <li>• Listen and respond to familiar stories about the past.</li> <li>• Begin to communicate about activities and events in the past.</li> <li>• With prompts or support, answer simple questions about historical artefacts and buildings.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise and make comments about familiar people in pictures of the more distant past.</li> <li>• Communicate some obvious distinctions between past and present experiences.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to communicate some distinctions between the past and present in other people's lives as well as their own.</li> <li>• Listen to stories about people and events in the past.</li> <li>• Sort objects to given criteria.</li> </ul>	<ul style="list-style-type: none"> <li>• Indicate if personal events and objects belong in the past or present.</li> <li>• Begin to use some common words, signs or symbols to indicate the passage of time.</li> <li>• Recount episodes from own past and some details from other historical events with prompts.</li> <li>• Answer simple questions about historical stories and artefacts.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about past and present events in their own life and of family members.</li> <li>• Use everyday language related to time.</li> </ul>

# Challenge

History opportunities	Using evidence to find out about the past	Building an overview of world history	Understanding chronology	Communicating historically
<ul style="list-style-type: none"> <li>• The development of Church, state and society in Medieval Britain 1066-1509.</li> <li>• The development of Church, state and society in Britain 1509-1745.</li> <li>• Ideas, political powers, industry and empire: Britain, 1745-1901.</li> <li>• Challenges for Britain, Europe and the wider world 1901 to the present day.</li> <li>• A local history study.</li> <li>• The study of an aspect or theme in British history that consolidates and extends pupils' chronological knowledge from before 1066.</li> <li>• At least one study of</li> </ul>	<ul style="list-style-type: none"> <li>• Sift evidence and select appropriate sources.</li> <li>• Understand the need to use a range of information from a wide variety of sources.</li> <li>• Evaluate the reliability of sources.</li> <li>• Create and test hypotheses, using evidence to make claims.</li> </ul>	<ul style="list-style-type: none"> <li>• Build upon a growing knowledge about the significant people and events that have shaped our nation and the world.</li> <li>• Look at history from different cultural perspectives.</li> <li>• Understand how some of the political, religious, social and economic circumstances that prevail today may be linked to past events throughout history.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the changes within and between time periods.</li> <li>• Understand how some changes take centuries whilst others are more rapid and give examples with evidence.</li> </ul>	<ul style="list-style-type: none"> <li>• Become fluent in the use of historical vocabulary and techniques.</li> </ul>

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a significant society or issue in world history and its interconnections with other world developments.				
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