



# History Policy

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## Key Document Details

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**Why we teach this subject**

Broughton Gifford is a village steeped in history which provides a great starting point for our local studies. We are part of the Heritage schools' organisation which gives us access to a wealth of expertise and resources.

During the course of their time at St Mary's children have the opportunity to visit a variety of local historical sites to support their understanding of the subject.

Our curriculum enables children to explore key historical events and become curious about the past. The focus is to get the children to ask questions and consider evidence to support their understanding of a particular period in history.



## What we teach

Our curriculum is structured with an understanding of children's own short histories in FS2 and beginning to understand the concept and sequencing of time. Looking at how we have changed since being babies and toddlers. In Y1 children start to understand a broader concept of history experienced by parents/grandparents and we start to look at major historical figures: In our space topic we learn about Neil Armstrong and in our Inside Out topic we learn about Florence Nightingale. We also look at artists from history such as Eric Carle, Georgia O'Keefe, Vincent Van Gogh.

In Y2 we follow on from Y1 to quickly recap the changes that have occurred in their own lives. 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. This allows us to then look at historical events and begin to place events and artefacts in order.

To focus on these skills, we look at the Great Fire of London through reading, art and Computing. We look at a time-line and place significant events in their own life on the time-line and then compare the Fire of London on the time line.

Looking at famous people allows the class to discuss current and past figures. The children initiate and lead this as we flip the learning so that they find out about one person and share it with the rest of us. Due to our location the significant individual we study is Isambard Kingdom Brunel and take a ride on the GWR railway from Bradford on Avon back to AvonCliff. This links in with our transport topic.

Our history topics in Years 3 and 4 cover both World Wars in separate terms, giving an in depth understanding of the events that took place. This includes visiting the local war memorial and 'day in the life' activities to fully immerse children in learning about their history. The local history continues as we learn about the Romans, looking at Gods, Goddesses and our local Roman history, particularly the Roman Baths. The city of Bath and Chedworth Roman villa provide opportunity for local visits. The children go back to the Stone Age as we look at food, survival, cave paintings and Stonehenge. The theme of the Ancient Egyptians allows children to learn about mummification, the River Nile, pyramids and hieroglyphics. Dressing up as Egyptians gives children the flavour of life in Egyptian times

Throughout Year 5's and 6's experience of History at St Mary's, children have an in-depth study of some of the most important events in recent British history: WW1 and WW2. Throughout this, children make links with local history and links, supported by St Mary's links with English Heritage, to gain perspective about their own place within recent British history. Children also explore a variety of other British civilisations, the Vikings and the Anglo-Saxons, as well as earlier, non-British civilisations, the Ancient Greeks and Ancient Mayans.

## Breadth

Key Stage 1	Key Stage 2
<p>Look at:</p> <ul style="list-style-type: none"> <li>• The lives of significant individuals in Britain’s past who have contributed to our nation’s achievements - scientists such as Isaac Newton or Michael Faraday, reformers such as Elizabeth Fry or William Wilberforce, medical pioneers such as William Harvey or Florence Nightingale, or creative geniuses such as Isambard Kingdom Brunel or Christina Rossetti.</li> <li>• Key events in the past that are significant nationally and globally, particularly those that coincide with festivals or other events that are commemorated throughout the year.</li> <li>• Significant historical events, people and places in their own locality.</li> </ul>	<ul style="list-style-type: none"> <li>• Changes in Britain from the Stone Age to the Iron Age.</li> <li>• The Roman Empire and its Impact on Britain.</li> <li>• Britain’s settlement by Anglo Saxons and Scots.</li> <li>• The Viking and Anglo Saxon struggle for the Kingdom of England.</li> <li>• A local history study.</li> <li>• A study of a theme in British history.</li> <li>• Early Civilizations achievements and an in-depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty.</li> <li>• Ancient Greece.</li> <li>• A non- European society that contrasts with British history chosen from:               <ul style="list-style-type: none"> <li>• Early Islamic Civilization</li> <li>• Mayan Civilization</li> <li>• Benin.</li> </ul> </li> </ul> <p>History of interest to pupils*</p> <p>* Items marked * are not statutory.</p>

## Learning Pathway

Key Objective	KS1	LKS2	UKS2
<p><b>To investigate and interpret the past</b></p>	<ul style="list-style-type: none"> <li>• Observe or handle evidence to ask questions and find answers to questions about the past.</li> <li>• Ask questions such as: What was it like for people? What happened? How long ago?</li> <li>• Use artefacts, pictures, stories, online sources and databases to find out about the past.</li> <li>• Identify some of the different ways the past has been represented.</li> </ul>	<ul style="list-style-type: none"> <li>• Use evidence to ask questions and find answers to questions about the past.</li> <li>• Suggest suitable sources of evidence for historical enquiries.</li> <li>• Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</li> <li>• Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</li> <li>• Suggest causes and consequences of some of the main events and changes in history.</li> </ul>	<ul style="list-style-type: none"> <li>• Use sources of evidence to deduce information about the past.</li> <li>• Select suitable sources of evidence, giving reasons for choices.</li> <li>• Use sources of information to form testable hypotheses about the past.</li> <li>• Seek out and analyse a wide range of evidence in order to justify claims about the past.</li> <li>• Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</li> <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>
<p><b>To build an overview of world history</b></p>	<ul style="list-style-type: none"> <li>• Describe historical events.</li> <li>• Describe significant people from the past.</li> <li>• Recognise that there are reasons why people in the past acted as they did.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe changes that have happened in the locality of the school throughout history.</li> <li>• Give a broad overview of life in Britain from ancient until medieval times.</li> <li>• Compare some of the times studied with those of other areas of interest around the world.</li> <li>• Describe the social, ethnic, cultural or religious diversity of past society.</li> <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>• Identify continuity and change in the history of the locality of the school.</li> <li>• Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times.</li> <li>• Compare some of the times studied with those of the other areas of interest around the world.</li> <li>• Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> </ul>

<p><b>To understand chronology</b></p>	<ul style="list-style-type: none"> <li>Place events and artefacts in order on a time line.</li> <li>Label time lines with words or phrases such as: past, present, older and newer.</li> <li>Recount changes that have occurred in their own lives.</li> <li>Use dates where appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>Place events, artefacts and historical figures on a time line using dates.</li> <li>Understand the concept of change over time, representing this, along with evidence, on a time line.</li> <li>Use dates and terms to describe events.</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> <li>Identify periods of rapid change in history and contrast them with times of relatively little change.</li> <li>Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.</li> <li>Use dates and terms accurately in describing events.</li> </ul>
<p><b>To communicate historically</b></p>	<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> <li>Show an understanding of the concept of nation and a nation's history.</li> <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 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> <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 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> <li>Use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past.</li> <li>Use original ways to present information and ideas.</li> </ul>

## **End of School Expectations**

*By the time a child leaves St Mary's Primary they will have:*

- An excellent knowledge and understanding of people, events, and contexts from a range of historical periods and of historical concepts and processes.
- The ability to think critically about history and communicate ideas very confidently in styles appropriate to a range of audiences.
- The ability to consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate historical evidence derived from a range of sources.
- The ability to think, reflect, debate, discuss and evaluate the past, formulating and refining questions and lines of enquiry.
- A passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways.
- A respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgments.
- A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics.