

**History Policy 2022-23**

**This History Policy is to be read alongside our Curriculum Policy.**

**Vision**

Urmston Primary’s school values of *resilience, responsibility, respect, happiness, kindness and pride*, like our motto of *‘Growing Together. Empowered to Be More’*, are engrained into the fabric of school life and weave into every context and every topic that the children learn about. It is vital that the children understand how these values have been embedded through History and see the relevance of them in our modern lives.

We believe that the children need to be given opportunities to deepen their disciplinary knowledge, understanding the role of a Historian, and substantive knowledge, understanding the use of a timeline and how each topic correlates to one another as they move up the school. Right from Nursery through to Year 6, the children need to begin to develop a good balance of knowledge and skills. Both are weaved through the topics and as the children grow, they gain a deeper understanding of the difference of the types of knowledge and skills of being a Historian.

Our vision is to deeply enthuse children about the past and to help them put the present into perspective through a thematic approach which gives learning relevance. Along with a focus on enhancing an awareness of the consequences of historical figures, our children have an understanding of their place in our society and the impact that their actions can have on others. This ensures our curriculum develops happy, kind and well-rounded young people.

**Aims**

* To ensure coverage of all History objectives set out in the Primary National Curriculum.
* To ensure our pupils are supported and challenged and nurtured in developing their historical knowledge, skills and understanding, both disciplinary and substantive.
* For the children to be aware of what they are learning about and have a clear understanding of how history links to other areas of the curriculum.
* For the children to have a developing understanding of how each event/era fits on a timeline in relation to previous topics taught and how much time has passed to the present day.
* To ensure we provide memorable learning experiences that stick with our children.
* To develop questioning, enquiry and analytical skills.
* To evoke intrigue and inquisitiveness in our children.
* To provide opportunities for children to empathise with others locally, nationally and globally from different time periods.
* To ensure staff are aware of pupils’ abilities and plan, assess and deliver lessons and programs appropriately with their new topics as they develop.
* To develop empathy, knowledge and understanding of the lives, especially of children, in other time periods in UK and abroad.
* To ensure a balance of focused learning and investigation and exploration through each topic.
* To ensure a balance of knowledge and skills.

**Rationale – the building of knowledge and skill**

From Early Years through to Upper Key Stage 2, we have carefully planned our history subjects, tailored to each year group.

In Nursery the children begin to look at the history of their own lives which continues in further depth as they move into Reception. This is due to the fact that the children are starting to process the changes that happen over time and looking at their own lives, makes it relevant to them and easier to understand. The children look at simple timelines of their lives and even get the opportunity to look at old toys and compare them to the ones that they use today. In the ‘Let’s Set Sail’ topic, in Nursery they look at places that they have visited in the past and reflect on their experiences. As an example, the Reception classes then use this topic to explore famous Pirates from the past. As well as this, alongside their topics, both Nursery and Reception focus on a different historical figure and look at their impact on the world.

As they move into Key Stage 1, the children continue to look at numerous key historical figures and events, plotting them on simple timelines. Each new topic begins with a Knowledge Harvest where the children are able to draw upon their prior knowledge, reflecting on how the new topic correlates to the previous topics that they have covered.

In Key Stage 2, the children continue to build upon their knowledge and understanding at the start of every topic with a recap of their prior learning, timetines in books being used as a stimulus for this. The British History topics taught from Year 3 to Year 6 are in chronological order and the same for world history, where possible, in order to support the children’s understanding of chronology and timelines. This means that the children gain a good picture of how life has changed through time and they can see the progression of civilisation as they move through the school. This is a great way to encourage the children to reflect on their learning and to see similarity and difference. The use of glossaries for each topic, which the children start when they’re in Year 2, help the children to build their Tier 3, topic-based vocabulary. It is a great way for teachers to assess how well the children have understood key concepts and language too.

The balance between substantive and disciplinary knowledge (concepts) and skills is made clear in our topics.

Firstly, the following concepts are weaved through the history curriculum and utilised within learning questions and ‘listening checklists’. These are:

* ***Chronology***
* ***Cause and Consequence***
* ***Change and Continuity***
* ***Significance***
* ***Historical Evidence and Interpretation***
* ***Similarity and difference***

Furthermore, these compliment three areas of ***historical skill,*** being based on year-on-year progressions developed by the History Lead, with input from not only the National Curriculum but also the Historical Association and experts in the field of historical education. This ensures the children’s learning and expectations are sequenced effectively and they grow year on year. These are:

* ***Using Evidence***
* ***Historical Enquiry***
* ***Historical Communication***

Regarding substantive knowledge, there are three degrees of outcome that we want our children to acquire in their lessons. These are split into the following areas:

**Core:** knowledge that ALL pupils will acquire and hold

**Additional:** knowledge that MOST pupils will acquire and hold

**Further:** knowledge that SOME children will acquire and hold (this may be teacher or child led – sometimes through homework projects)

The rationale for our teachers choosing this knowledge is based upon considering our curricular themes of leadership, conflict, war and invasion, equality, religion, faith and belief, art and culture, and of course, our school values, and the historical concepts that weave throughout.

*A more detailed rationale for our topics can be found in our Curriculum Policy appendices and at the fore of each topic overview.*

**Planning, resources and teaching and learning**

Teachers use the UPS ‘Being More’ Curriculum to inform their medium and shorter term plans and will consider the most effective ways of linking learning and giving it context and relevance for our pupils. The ‘Being More’ Curriculum covers a broad range of topics and historical figures in order to ensure that the children are exposed to a diverse History curriculum.

Each topic overview is structured through the following, and teachers use this to plan more succinctly:

* a clear topic rationale (explaining what is taught and why);
* year group skills progressions and learning statements for Geography;
* Core and Additional substantive knowledge
* key conceptual Tier 2 and 3 vocabulary;
* *possible* ‘enrichment’ activities;
* *possible* ‘critical’ and ‘higher order ‘questioning to develop geographical enquiry
* Urmston Primary’s core values (emphasising its vision of developing active young citizens of the local, national and global community, and making use of its historical and geographical context)

The balance of knowledge and skills is key to the History Curriculum at Urmston Primary and how this weaves into other subjects. Topics are planned carefully to ensure that children’s cultural capital is developed by the acquirement of both disciplinary (conceptual) and substantive (factual) knowledge that sticks with the children through engagement and excitement for the topics and use and application of the subject matter. Knowledge will be acquired not only to accumulate facts but to engage, excite and enhance enquiring minds and it is important to note that the specific knowledge acquired is not always the most important thing – the thirst for knowledge is. Acknowledging the need for breadth is important here, but so is setting out some key, concise expectations for children’s acquirement of knowledge and this knowledge ‘sticking’ with them. Topic-based homework projects support this endeavour to engage children in their knowledge acquirement and growing their brains!

Encouraging a positive mind set is a primary thread that runs through the whole of our curriculum and is supported by the EYFS Characteristics of Effective Learning and our school values. The Early Years team continuously promote their positive mantra of never giving up and have short weekly sessions highlighting the importance of perseverance, resilience and what to do in the face of challenge – this leads on to the thematic nature of the ‘Being More’ Curriculum, where resilience and leadership form a key part of the topics, particularly relating to history.

Each half term, alongside their topics, both Nursery and Reception focus on a historical figure who has made a positive impact on our world, many with challenge along the way. These people span a range of fields and walks of life. With some of the figures being revisited later in the infants, where they are looked at in greater depth. For example, Emelia Earhart is revisited in the Explorers topic.

Our Teaching and Learning Policy makes clear the expectation that pupils of differing abilities are both supported and challenged. Teachers will use a range of age-appropriate models and activities to engage all learners and ensure progression year on year, with work set appropriate to the ability levels of the children. Each teacher has filled out a curriculum sheet for their class highlighting which children may need extra support or challenge within History. This is particularly the case for our SEND pupils who may need additional resources or scaffolding to support their learning needs and allow them to reach the high expectations that we have. Teachers are also looking for the necessary ways to support PPG children referring to their individual targets when necessary. As well as this, teachers are aware of the importance of stretching those children who excel and are particularly able, gifted or talented in certain areas of the curriculum, or indeed outside it.

**Recording**

Pupils’ learning will be recorded in a number of ways. Much of this may be by video or photographs (see Seesaw) in order to evidence learning but, more importantly, to offer opportunities for pupils to reflect on that learning. This will be alongside written work in books, on paper or card, and on display to celebrate learning. Children should engage in a mix of independent, group and pair work in order to be given the opportunity to share ideas and collaborate their work. Geography should be investigated through:

* Fieldwork
* Videos / DVD / CD-Roms etc.
* Drama, music, art, technology, creative writing and ICT.
* Oral history
* Maps, pictures, photographs, documents, artefacts, textbooks, newspapers and stories.
* Visits and workshops

**Assessment and monitoring impact and outcomes**

There are a number of different methods that we use to gauge how well our children are learning in History and, indeed, across the curriculum, and the impact of our practice. These depend on the monitoring method and may be at the end of a unit of work or at the end of a term. It will also depend on whether it is the teacher or the subject leader who is doing the monitoring...

***The teacher’s role:*** Teachers will assess History by looking at pupils’ learning in each year group and gauging a sense of achievement at each unit of work and then at the end of each term. This will be partly based on ongoing formative assessment in books and pupil discussion, but also through the following:

1. Firstly, *the first lesson of each topic* will involve harvesting prior knowledge and recapping what has been learnt in previous linked topics and subjects**.** Teachers provide the children with prompts and reminders of previous learning, linked to key concepts and learning as well as curriculum themes and school values where possible. Here, children will be encouraged to share these key themes and ideas that they have learnt prior to beginning this new topic. This will ensure that they can use their prior learning and build on it within a new context.
2. Secondly, pupils will complete their own topic-based glossaries, acquiring new knowledge and Tier 3 topic-specific vocabulary as they learn. By the end of the topic, they’ll have this new knowledge that they can take with them to the next topic and build upon, either later in the academic year, or in the following one.
3. Thirdly, teachers will use an assessment grid during and at the end of the unit to gauge children’s understanding of the substantive History knowledge as well as the disciplinary knowledge and skills studied. Historical concepts are used as a means to assess substantive knowledge, and vice versa to assess disciplinary knowledge. An example can be seen in Appendix 2.
4. Finally, teachers will input termly data into our online tracking system, *Insight*. Here, they will input the children’s substantive knowledge in one strand and their disciplinary knowledge/skills in another. Assessments will state whether children are *Developing* or *On track* in their substantive knowledge and disciplinary knowledge/skills of the topic studied in that term. *It should be pointed out that not every skill and piece of knowledge in our curriculum will be assessed specifically at the end of each term as this is unmanageable and not purposeful.*

***The subject leader’s role: Monitoring, Evaluation and Review: the bigger picture***

The History Lead will use a number of monitoring procedures to gauge how pupils are performing in their subject areas and may use this as an indicator of areas for development in that subject across the school. With the use of knowledge and skills progressions within the curriculum, embedded into year group topics where appropriate, they will be able to clearly see how pupils develop year on year and the expectations set by each year group. The most effective way for subject leaders to monitor the children’s acquirement of substantive and disciplinary knowledge is through pupil discussion with their books, and here, they not only get a sense of how well the knowledge has stuck with the children, but also, in more open-ended questions, gain a deeper understanding of how the children feel about the topics and subjects studied and their engagement levels.

The History Lead will monitor effectiveness and the impact of our teaching and learning through the following monitoring strategies and these should be considered alongside this policy:

* Pupil discussions in friendship groups;
* Learning walks;
* Pupil work reviews (books and Seesaw);
* Discussions with teachers;
* Teacher assessment in their assessment folders and set out in *Insight*.

*Our Curriculum Lead oversees the Subject Leaders’ practice and monitors this to ensure consistency and effectiveness, with ‘deep dives’ with the subject leaders taking place at various points in the school year.*

Along with an awareness of the topics and objectives covered in each year group (as set out in the UPS ‘Being More’ Curriculum), using the strategies above will enable the History lead to have a clear idea of pupil standards, how the children are enjoying and engaging in their subject area and what areas for development might be.

The History Lead has an action plan at the start of each academic year, including actions that are based on their knowledge of their subject and the subsequent needs of our school and our pupils. This may include additional resources for pupils of varying abilities or, indeed, highlight those pupils who may be ‘gifted’ or ‘talented’, who can then be provided for, and opportunities to hone these skills further can be looked into. They will again use all of this analysis as a platform for implementing improvement and enhancing our pupils’ experiences in that area of the curriculum.

**Beyond the curriculum**

History should be embedded in our wider school life and not just take place as lessons in the classroom. It is important that children have a deeper understanding of what has happened before today, whether that be within living memory in the EYFS or delving further back in time as the children move through the school. To supplement our history curriculum, we will incorporate whole school events and awareness days/weeks - some relating to the curriculum and some not - to offer different learning experiences for our children. These will be planned for on a yearly or termly basis. Such events may include British Values Week, Diversity Week, Remembrance Day, Celebrating Black History Month, Children’s Mental Health Week, Diwali, Eid al-Fitr among others.

**Appendix 1**

Topic Covered with clear History links highlighted:

**EYFS**

(Both Nursery and Reception cover the same topics each term. The UPS Being More EYFS Curriculum clearly states how they will ensure skills and knowledge progression at an appropriate age level). Refer to the Nursery and Reception knowledge organisers for Historical figures covered.

UW – Understanding the World

PSED – Physical, Social and Emotional Development

CL – Communication and Language

EAD – Expressive Art and Design

PD – Physical Development

L – Literacy

M - Mathematics

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| **Topic** | **Main subject focus** | **Additional cross curricular subjects** |
| Ourselves | UW (History and Science) PSED | L, M, CL, EAD, PD |
| Let’s Celebrate! | UW (History) | PSED, CL, L, M, PD, EAD |

**Autumn**

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| **Topic** | **Main subject focus** | **Additional cross curricular subjects** |
| Poles Apart/Ice Age/Dinosaurs | UW (Geography and History) | L, M, CL, PD, EAD, PSED |
| Amazing Animals | UW (Science) | L, M, CL, PD, EAD, PSED |

**Spring**

**Summer**

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| **Topic** | **Main subject focus** | **Additional cross curricular subjects** |
| Into the Woods | UW (Science and Geography) | EAD, L, M, CL, PD, PSED |
| Let’s Set Sail | UW (Science and Geography) | UW (History), EAD, L, M, CL, PD, PSED |

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| **Topic** | **Main subject focus** | **Additional cross curricular subjects** | **Key Figures (Where Appropriate)** |
| We were young once too, you know! | History | Geography, Science, PSHE, Literacy, Art, Music, PE |  |
| Can we build it? Tamacadam can! | Science | History, Geography, Literacy, Art, Maths | John McAdam, Charles MacIntosh |

**Year Group: 1**

**Autumn**

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| **Topic** | **Main subject focus** | **Additional cross curricular subjects** | **Key Figures (Where Appropriate)** |
| We are Explorers! | Geography | Science, History, Literacy | Christopher Columbus, Amelia Earhart |

**Spring**

**Summer**

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| **Topic** | **Main subject focus** | **Additional cross curricular subjects** | **Key Figures (Where Appropriate)** |
| Beautiful bodies and amazing animals! | Science | Art and Design, DT, Literacy, Maths |  |
| How can I look after my garden? (Plants) | Science | Geography |  |
| Why are we so proud of Lowry? | Geography | History, Art | LS Lowry |

**Year Group: 2**

**Autumn**

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| **Topic** | **Main subject focus** | **Additional cross curricular subjects** | **Key Figures (Where Appropriate)** |
| The Stuarts: Choice and Responsibility for fires that happened…and those that didn’t! | History | Geography, Art, Music, Literacy | Robert Catesby, Guy Fawkes, Samuel Pepys |
| John Boyd Dunlop and his stretchy, bendy invention! (Uses of everyday materials) | Science | History, DT, Music, Maths | John Boyd Dunlop |

**Spring**

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| **Topic** | **Main subject focus** | **Additional cross curricular subjects** | **Key Figures (Where Appropriate)** |
| Malawi to Manchester: Understanding different places, respecting different lives | Geography | Art, Music, Literacy | UNICEF |
| Do plants need resilience too? | Science | Geography, Art, Music |  |

**Summer**

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| **Topic** | **Main subject focus** | **Additional cross curricular subjects** | **Key Figures (Where Appropriate)** |
| Two Ps and the three Rs: Rosa Parks and Emmeline Pankhurst | History | DT, Music, Literacy | Rosa Parks, Emmeline Pankhurst |
| Happy and Larry: A world of animals and the WWF | Science | Art, Music, Geography, Maths | WWF |

**YEAR GROUP: 3 Autumn**

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| **Topic** | **Main subject focus** | **Additional cross curricular subjects** | **Key Figures (Where Appropriate)** |
| Resilience and Respect: Who first lived in Britain? | History | Geography, Art, Literacy, Music |  |
| Respecting Nature’s Power: What makes the Earth angry sometimes? | Science, Geography | History, Literacy, Art, Music, Maths | Red Cross |
| Rest and be thankful: gratitude and respect in Ancient Egypt | History | Geography, Art, Literacy, Music | Ben Carter |

**Spring**

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| **Topic** | **Main subject focus** | **Additional cross curricular subjects** | **Key Figures (Where Appropriate)** |
| Eratosthenes, light and the absence of light! | Science | Art, History, Maths | Eratosthenes |
| William Gilbert: the world is a magnet!? | Science | DT, Maths, Music | William Gilbert |

**Summer**

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| **Topic** | **Main subject focus** | **Additional cross curricular subjects** | **Key Figures (Where Appropriate)** |
| Janaki Animal: Pioneering R and R for the environment (plants) | Science | Literacy, Maths, Art | Janaki Ammai |
| How does Dina Asher-Smith run so fast? | Science | Maths, PSHE, PE | Dina Asher-Smith |
| North West is Best! | Geography | History, Art, DT, Literacy |  |

**YEAR GROUP: 4**

**Autumn**

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| **Topic** | **Main subject focus** | **Additional cross curricular subjects** | **Key Figures (Where Appropriate)** |
| Music: Ears, brains and da Vinci’s sound waves | Science | Maths, Music, Art | Leonardo Da Vinci |
| Roman Life: Leadership and the 3 Rs in the Empire! | History | Geography, Literacy, PE – Dance, Maths, Art, Music | Boudicca Caesar |
| Water: Nature’s Driving Force | Science | Geography, Art, Literacy, Music | Water Aid |

**Spring**

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| **Topic** | **Main subject focus** | **Additional cross curricular subjects** | **Key Figures (Where Appropriate)** |
| Mr Latimer…what would we do without you? | Science | Art, DT, Music | Lewis Latimer |
| Wangari Maathai: Planting, Peace and Park Life | Science | Geography, Maths, Art | Wangari Maathai |

**Summer**

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| **Topic** | **Main subject focus** | **Additional cross curricular subjects** | **Key Figures (Where Appropriate)** |
| Respect the Bod! What happens to the food we eat? | Science | Literacy |  |
| Early Law Makers: Equality and Power in the Shang Dynasty | History | Geography, Literacy, Art | Fu Hao |
| Manchester Pride | Geography | History, Art, Music, Literacy | Emmeline Pankhurst |

**YEAR GROUP: 5 Autumn**

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| **Topic** | **Main subject focus** | **Additional cross curricular subjects** | **Key Figures (Where Appropriate)** |
| Invited Immigrants to Raiders and Traders: Anglo-Saxons and the Vikings | History | Geography, Literacy, Art, DT, Music | Alfred The Great, King Cnut, Edward the Confessor |
| Newton, an apple, and a world of forces! | Science | Literacy, Maths | Isaac Newton |
| Stephanie Kwolek: Changing states and Kevlar | Science | Literacy, Maths, DT | Stephanie Kwolek |

**Spring**

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| **Topic** | **Main subject focus** | **Additional cross curricular subjects** | **Key Figures (Where Appropriate)** |
| Respect and Ritualism: Ancient Mayans and their beliefs | History | Geography, Literacy, Music, Art, RE | Frieda Carlo |
| Copernicus, Galileo and the Solar System | Science | Maths, Art, Literacy | Copernicus, Galileo |

**Summer**

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| **Topic** | **Main subject focus** | **Additional cross curricular subjects** | **Key Figures (Where Appropriate)** |
| Brazil and the Amazon: Respect, Responsibility, Rivers and Rainforests | Geography | History, Literacy, Art, Science, Music | David Attenborough, The Woodland Trust |
| Respecting the circle of life | Science | Art, PSHE/RSE |  |

**YEAR GROUP: 6 Autumn**

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| **Topic** | **Main subject focus** | **Additional cross curricular subjects** | **Key Figures (Where Appropriate)** |
| Urmston Pride | Geography | History, Literacy |  |
| Ibn Al-Haytham: the father of optics (light) | Science | Literacy, Art, DT | Ibn Al-Haytham |
| Power and leadership in WW2: Impact and Consequence…the good, the bad and the unjust | History | Geography, Music, Art, DT, Literacy | Winston Churchill, Neville Chamberlain, Hitler, Mussolini, Alan Turning, ‘Women Warriors of WW2,’ |
| Marie M. Daly, the Circulatory System, and Healthy Lifestyles | Science | Music, Maths | Marie M. Daly, Place2Be |

**Spring**

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| **Topic** | **Main subject focus** | **Additional cross curricular subjects** | **Key Figures (Where Appropriate)** |
| Wisdom and War in Ancient Greece | History | Geography, Art, Literacy, Music | Alexander The Great, Aristotle, Agnodice |
| Who on Earth is MRS GREN? (Variation and Classification) | Science | Literacy, Art | Carl Linnaeus |

**Summer**

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| **Topic** | **Main subject focus** | **Additional cross curricular subjects** | **Key Figures (Where Appropriate)** |
| Electricity’s Current War | Science | PSHE, Maths | Benjamin Franklin, Thomas Edison, Nicola Tesla, Michael Faraday |
| Darwin, Evolution and Inheritance | Science | History, Music | Charles Darwin |
| Y6 Production | Drama | Literacy, Music |  |

**Appendix 2: Assessment examples**

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| Everything You Need To Know About The Anglo-Saxons | HistoryExtra  **History KS1** | | |
| **HISTORY** | | |
| **Historical Concepts and skills– which concepts and skills have I used in this topic and how well have I used them? Thinking just like a historian!** | | |
|  | | **Ch. developing/not on track** |
| **Concepts – skills and disciplinary knowledge...thinking like a historian** | | |
| **Chronology** | Can I use common words and phrases relating to the passing of time?  Do I understand that things change over time?  Can I sequence events in my life?  Can I put objects, artefacts and events in order?  Can I put events studied on a basic unnumbered timeline?  Can I begin to tell a story of the past beyond my living memory in Britain? |  |
| **Causes and Consequences** | Can I give one cause of an event and give a reason why people in the past acted the way they did?  Can I explain why people did things, why events happened and what happened as a result?  Can I ask questions about change, cause, difference, similarity and significance in a wider context? |  |
| **Continuity and change** | Can I give reasons for the results of main events and changes of the time?  Can I explain aspects of life in different periods?  Can I explain what continuity and change is? |  |
| **Significance** | Can I talk about a few people of the past who have contributed to national and international achievements?  Can I explain why some people and events were so important?  Can I reflect on the significance of what I have learned about the past?  Can I talk about the legacy left by the significant people and the significant events? |  |
| **Historical evidence and interpretation** | Do I know how I can find out about the past?  Can I begin to appreciate the reliability of pictures of the past?  Can I talk about some ways the past has been described?  Can I devise my own questions about the past? Can I question the past by looking at historical evidence?  Can I investigate questions and find answers? |  |
| **Similarity, difference and diversity** | Can I talk about the similarities and differences between different times in the past in periods that I have learnt so far? |  |
| **Historical Knowledge: Can I explain what I have learnt about:** | | |
| Power and Leadership (political, economic):  Can I talk about who the leaders were and how they led their people?  Would I have liked to be led by them and what would I have done differently? | |  |
| Invasion, war and conflict (military, political, economic):  Can I talk about conflict of the time I have studied? Why did it happen and what was the impact? | |  |
| Equality and diversity (social, cultural, political):  Can I explain why I think it was fair or unfair? How things different today? | |  |
| Religion, belief, culture and arts (spiritual, cultural, social):  Can I talk about how the people of the times lived their everyday lives?  Can I talk about the religious beliefs of the era? | |  |
| Can I explain how our school values played a part in the times studied? | |  |

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| Everything You Need To Know About The Anglo-Saxons | HistoryExtra  **History LKS2** | | |
| **HISTORY** | | |
| **Historical Concepts and skills– which concepts and skills have I used in this topic and how well have I used them? Thinking just like a historian!** | | |
|  | | **Ch. developing/not on track** |
| **Concepts – skills and disciplinary knowledge...thinking like a historian** | | |
| **Chronology** | Can I explain and understand that the past is divided into differently named periods of time?  Do I know what BC, BCE & CE/AD) mean? Could I place some events on a timeline?  Could I put artefacts or information in chronological order?  Can I tell a story of events of the time periods I have studied?  Can I explain changes across the time period I have studied? |  |
| **Causes and Consequences** | Can I explain what cause and consequence is?  Can I explain why the main events and changes happened and what was the impact and consequences of what happened?  Can I identify the reasons for people’s actions (especially leaders!) and results of those actions?  Can I talk about the legacy that the events and people of the time period left? |  |
| **Continuity and change** | Can I understand how the period changed and why?  Can I talk about the legacy a time period left?  Do I understand how some societies are very different due to changes over time?  Can I spot changes within and across different periods?  Can I make comparisons between periods? |  |
| **Significance** | Can I talk about some of the significant events that happened in the period?  What about the significant people? Were they leaders and how did they lead? Did they lead into war and invasion and an empire?  Can I discuss the significant changes that occurred?  What legacy has the period left and how has it impacted on our lives today? |  |
| **Historical evidence and interpretation** | Can I explain what a historical source is?  Can I describe how the past can be represented or interpreted in a few different ways through historical sources including artefacts?  Can I ask my own questions about the past?  Do I know that knowledge of the past comes from lots of sources?  Can I explain that past events and people can be represented or interpreted in many different ways?  Can I carefully evaluate different historical sources to find information?  Do I see how important it is to consider different viewpoints or think about bias?  Do I see that all sources can be useful and can I explain why?  Can I make deductions about how reliable sources are? |  |
| **Similarity, difference and diversity** | Can I talk about the similarities and differences between different times in the past in periods that I have learnt so far? |  |
| **Historical Knowledge: Can I explain what I have learnt about:** | | |
| Power and Leadership (political, economic):  Can I talk about who the leaders were and they led their people?  Why did they lead that way?  How did the way they lead impact on their people’s lives?  Can I explain why I think they had a positive or negative impact?  Would I have liked to be led by them and what would I have done differently? | |  |
| Invasion, war and conflict (military, political, economic):  Can I talk about invasion, war and conflict of the time I have studied? Why did it happen and what was the impact on the world and its people?  Can I explain their military set-up and how this helped them be so powerful and successful? Can I suggest what led to their downfall? | |  |
| Equality and diversity (social, cultural, political):  Can I talk about the social structure of the era?  Was there slavery? Was there oppression?  Can I explain why I think it was fair or unfair? How things different today?  How did people from different social classes live out their differently? | |  |
| Religion, belief, culture and arts (spiritual, cultural, social):  Can I talk about how the people of the times lived their every day lives?  Can I talk about the religious beliefs of the era?  Can I discuss how this impacted their culture and their way of life?  Can I explain how they communicated?  Did art and music play a part and if so, how? | |  |
| Can I explain how our school values played a part in the times studied? | |  |

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| Everything You Need To Know About The Anglo-Saxons | HistoryExtra  **History UKS2** | | |
| **HISTORY** | | |
| **Historical Concepts and skills– which concepts and skills have I used in this topic and how well have I used them? Thinking just like a historian!** | | |
|  | | **Ch. developing/not on track** |
| **Concepts – skills and disciplinary knowledge...thinking like a historian** | | |
| **Chronology** | Can I explain and understand that the past is divided into differently named periods of time? Can I use some dates to explain British history, local, world history?  Do I know what BC, BCE & CE/AD) mean? Could I place some events on a timeline?  Could I put artefacts or information in chronological order?  Can I tell a story of events of the time periods I have studied?  Can I explain changes across the time period I have studied? |  |
| **Causes and Consequences** | Can I explain what cause and consequence is?  Can I explain why the main events and changes happened and what was the impact and consequences of what happened? (e.g. How, where and why did the Saxons/Vikings settle in Britain, and what changed when they did? How has this impacted us today?)  Can I identify the reasons for people’s actions (especially leaders!) and results of those actions?  Can I talk about the legacy that the events and people of the time period left? |  |
| **Continuity and change** | Can I give reasons for events and changes of the time?  Can I understand how the period changed?  Can I explain what continuity and change is?  Can I talk about the relationship between different periods and the legacy they have left?  Do I understand the complexity of people’s lives in the past and how some societies are very different due to changes and challenges over time?  Can I identify specific changes within and across different periods?  Can I make valid comparisons between periods?  Can I describe connections, contrasts and trends over short and longer time periods? |  |
| **Significance** | Can I talk about some of the significant events that happened in the period?  What about the significant people? Were they leaders and how did they lead? Did they lead into war and invasion and an empire?  Can I discuss the significant changes that occurred?  Can I talk about how the time period I’ve just studied relates to other ones? What legacy has the period left and how has it impacted on our lives today? |  |
| **Historical evidence and interpretation** | Can I describe how the past can be represented or interpreted in a few different ways through historical sources including artefacts?  Can I ask my own questions about the past?  Do I know that more than one source of information can help me answer questions about the past and that knowledge of the past comes from lots of sources?  Can I explain that past events and people can be represented or interpreted in many different ways?  Can I give reasons why different versions of the past exist?  Can I carefully evaluate a range of different historical sources to find relevant information?  Do I see how important it is to consider different viewpoints or think about bias or anachronism? Do I see that all sources can be useful and can I explain why?  Can I think critically, weigh evidence, sift arguments, and develop my own perspective and judgement?  Can I consider different viewpoints or think about positive bias and anachronism?  Can I make deductions about how reliable sources are? |  |
| **Similarity, difference and diversity** | Can I talk about the similarities and differences between different times in the past in periods that I have learnt so far? |  |
| **Historical Knowledge: Can I explain what I have learnt about:** | | |
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**Policy written: September 2022**

**Policy written by: Emily Pitt**

**To be reviewed: September 2023**