



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.
- 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 Knowledge Harvest that is added to as they learn. 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. The use of glossaries for each topic, which the children start when they're in Year 2, help the children to build their vocabulary. It is a great way for teachers to assess how well the children have understood key concepts and language too.

The balance between knowledge and skills is made clear in our topics, with the five areas of **historical skills** 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. The five areas are:

- **Historical Chronology**
- **Historical Concepts**
- **Historical Interpretation**
- **Historical Enquiry**
- **Historical Communication**

Regarding 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 *key dates, key figures and their impact, and key places*, as well our curricular themes of leadership, conflict, equality, religion, faith and belief, the arts, and of course, our school values.

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 History;
- key topical and subject-based vocabulary and history topic glossaries;
- *possible* 'enrichment' activities;
- *possible* 'critical' and 'higher order' questioning to develop historical 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 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*. Resources such as topic mats and glossaries *may* offer pupils some key factual knowledge and vocabulary which will provide a stimulus and starting point to learn and want to find out more. 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.

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

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

EAD – Expressive Art and Design

PSED – Physical, Social and Emotional Development

PD – Physical Development

L – Literacy

CL – Communication and Language

M - Mathematics

Autumn

| 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 |

Spring

| 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 |

Summer

| 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 |

Year Group: 1

Autumn

| 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 |

Spring

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

Summer

| Topic | Main subject focus | Additional cross curricular subjects | Key Figures (Where Appropriate) |
|---|--------------------|--------------------------------------|---------------------------------|
| My body is amazing – and so are 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

| 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

| 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

| Topic | Main subject focus | Additional cross curricular subjects | Key Figures (Where Appropriate) |
|--|---------------------------|---|--|
| Two Ps and the three Rs: Rose 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**

| 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

| 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

| 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

| 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

| 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

| 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**

| 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

| 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

| 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**

| 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,' Women code-breakers? Indian Army? |
| Marie M. Daly, the Circulatory System, and Healthy Lifestyles | Science | Music, Maths | Marie M. Daly, Place2Be |

Spring

| 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

| 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 | |

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