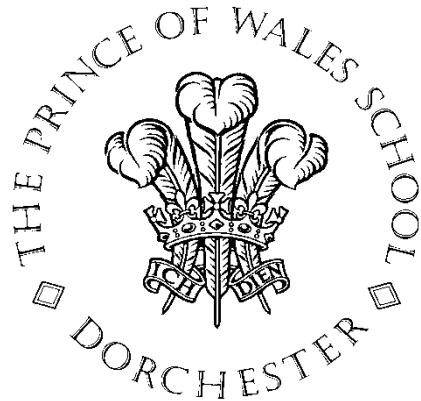


# Policy for History



**December 2014**

## **Purpose of study**

“A high quality history education will help pupils gain a coherent knowledge and understanding of Britain’s past and that of the wider world. It should inspire pupils’ curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement. History helps pupils 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.” (2014 National Curriculum)

# Aims

The history curriculum aims to ensure that all pupils:

- Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.
- Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations: the expansion and dissolution of empires: characteristics of past non-European societies: achievements and follies of mankind
- Gain and deploy a historically-grounded understanding of abstract terms such as "empire", "civilisation", "parliament", and "peasantry".
- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own accounts, including written narratives.
- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history: between cultural, economic, military, political, religious and social history: and between short and long term timescales.

## **Progression in history involves developing historical perspective through:**

- Wider, more detailed and chronologically secure knowledge
- Sharper methods of enquiry and communication
- Deeper understanding of more complex issues and abstract ideas
- Consideration of history's key concepts (see below)
- Greater independence in applying all these qualities.

	Work likely at Key Stage 1	Work likely at Key Stage 2
1. Chronological knowledge/understanding (including characteristic features of a period)	Develop an awareness of the past. Use common words and phrases related to the passing of time. Know where all people/events studied fit into a chronological framework. Identify similarities/differences between periods	Continue to develop chronologically secure knowledge of history. Establish clear narratives within and across periods studied. Note connections, contrasts and trends over time.
2. Historical terms (eg empire, peasant)	Use a wide vocabulary of everyday historical terms.	Develop the appropriate use of historical terms.
3. Historical enquiry, using evidence /communicating ideas	Ask and answer questions. Understand some ways we find out about the past. Choose and use parts of stories and other sources to show understanding of concepts in 5 below.	Regularly address and sometimes devise historically valid questions. Understand how knowledge of the past is constructed from a range of sources. Construct informed responses by... Selecting and organising relevant historical information.
4. Interpretations of history	Identify different ways in which the past is represented.	Understand that different versions of the past may exist, giving some reasons for this.

**Questions relate to these key concepts that underpin all historical enquiry, developed through regular revisiting in a range of contexts.**

	Work likely at Key Stage 1	Work likely at Key Stage 2
5a Continuity and change in and between periods	Identify similarities/differences between ways of life at different times.	Describe/make links between main events, situations and changes within and across different periods/societies.
5b Cause and consequence	Recognise why people did things, why events happened and what happened as a result.	Identify and give reasons for, results of, historical events, situations, changes.
5c Similarity/difference within a period/situation	Make simple observations about different types of people, events, beliefs within a society.	Describe social, cultural, religious and ethnic diversity in Britain and the wider world.
5d Significance of events/people	Talk about who was important in a simple historical account.	Identify historically significant people and events.

(Jamie Byron: 2013 Babcock)

## Key Stage 1 HISTORY Planning through stories

National Curriculum Requirement	Year 1 (examples)	Year 2 (examples)
Changes within living memory	Transport	History of our school  Compare Queen Victoria and her time with Queen Elizabeth 11 and her time
Events beyond living memory	The Suffragettes	The Plague and Great Fire of London
The lives of significant individuals compared with those from different times	Captain James Cook and Neil Armstrong	Florence Nightingale and Mary Seacole compared with Edith Cavell  LS Lowry compared with Pieter Bruegel the elder
Significant events, people and places in the locality	How the news of Nelson's victory at Trafalgar reached London via Dorchester	Judge Jeffreys  Thomas Hardy and William Barnes

Reception: My parents' childhood My grandparents' childhood Family history

### Enhancing History

- Be sure to note historical connections (especially Famous People) through the rest of the curriculum. For example, add artists, musicians, scientists to a class timeline.
- Note anniversaries in the news
- Visit the past by looking up children's birthdays to see what famous events happened on that day long ago. ([http://www.bbc.co.uk/history/on\\_this\\_day/](http://www.bbc.co.uk/history/on_this_day/))
- Pupils from other age groups could give a presentation to Year 1 or 2.

- Use assemblies about famous people or events

<p>Start with an enquiry question Build an enquiry sandwich, consisting of:</p> <ul style="list-style-type: none"> <li>• Historical enquiry</li> <li>• Historical knowledge: focusing on change, causation, similarity and difference, significance, interpretations</li> <li>• Leading to communication</li> </ul>	<p>A good historical enquiry will....</p> <ul style="list-style-type: none"> <li>• Last over a sequence of several sessions but not extend too long!</li> <li>• Have a clear focus on one or more historical concepts</li> <li>• Have as its spine a single, central enquiry question</li> <li>• Take into account questions the pupils raise themselves</li> <li>• Start with a “hook”</li> <li>• Break the learning into stages</li> <li>• End with a significant final activity or product</li> </ul>	<p>Some examples of enquiry questions from Roman Britain.</p> <ol style="list-style-type: none"> <li>1. Did people have pets in Roman Britain?</li> <li>2. What was life like in a Roman town?</li> <li>3. How did the Roman gain control of Britain?</li> <li>4. How Roman was Roman Britain?</li> <li>5. What did people do at the baths?</li> <li>6. Why do we remember Boudicca?</li> <li>7. How did people show off in Roman Britain?</li> <li>8. Why do people argue about Roman Britain?</li> <li>9. Did the Romans brutalize or civilize Britain?</li> </ol>
---	--	--

History is one of the subjects at The Prince of Wales School that is prioritised by our “Curriculum Drivers”. This includes;

- Continuing to develop our roundhouse area as a stimulus for first hand experience of historical events.
- Using the locality for trips out, for example to Dorset County Museum, Maiden Castle.
- Taking Year 3 children on a residential experience where they live like Vikings for two days including sleeping in a reconstructed longhouse.
- Making links with other subjects especially Literacy, drama, art, music and ICT

## Key Stage 2 HISTORY

**This allocation of units of work has been developed in collaboration with colleagues in our middle schools who have agreed to cover the other statutory units in Years 5 and 6.**

National Curriculum Requirement	Year 3	Year 4
<p>A study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066 AND has a local historical aspect</p>	<p>Ships and Seafarers to include:</p> <ul style="list-style-type: none"> <li>• Did the weather defeat the Spanish Armada?</li> <li>• The arrival of the Black Death in Weymouth</li> <li>• Pirates &amp; smugglers (Moonfleet)</li> <li>• The Slave Trade (Drax Estate)</li> <li>• Famous ships and their fate</li> <li>• Coverage of significant amount of geography mapwork, etc</li> </ul>	<p>WW2, Evacuees, The Battle of Britain, Nothe Fort, The Bouncing Bomb (Chesil and the Dambusters)</p>
<p>British history from the stone age to 1066 AND has a local historical aspect</p>	<p>Cross-curricular topic on The South Dorset Ridgway</p> <p>Incorporating:</p> <ul style="list-style-type: none"> <li>• River systems (see geography)</li> <li>• Abbotsbury railway and geology (link with science "Rocks")</li> <li>• Hardy's monument and the Battle of Trafalgar</li> <li>• Coming of Christianity</li> <li>• Saxon settlement and culture in Dorset and beyond</li> <li>• Viking invasions and settlement, Danegeld</li> <li>• Ancient Technology Centre, Cranborne</li> </ul>	<p>Mini Topic Britain from Stone Age to Iron Age:</p> <ul style="list-style-type: none"> <li>• Neolithic farming and beaker culture</li> <li>• Bronze Age and Stonehenge</li> <li>• (County Museum service)</li> </ul>

		<p>The Roman Invasion</p> <ul style="list-style-type: none"> <li>• Celts and Iron Age Culture</li> <li>• Maiden and Maumbury, hillforts, Durotriges, Bouddica, Caractacus</li> <li>• The Roman Empire</li> <li>• Roman Durnovaria</li> <li>• The Town house and Roman city walls</li> <li>• ATC</li> </ul>
--	--	--

## Essential background historical information for teachers

Dates	World Events	Britain
50,000BC to 6,000BC (Stone Age)	Human beings (Homo Sapiens) spread over the world. They moved around as hunter gatherers but were fully human just like us, making and using language, music and tools.	Britain was joined to the rest of Europe in this period. Part of a jaw bone found in caves at Kent's cavern, Torquay is the earliest evidence of humans in Britain, 43000 years ago.
6,000BC to 2,500BC (Neolithic New Stone Age)	Our first evidence of the wheel comes from Iraq around 5,500BC. Iraq is also where the first known civilisation (ie city based society) appeared in Sumer circa 3500BC. Others emerged in the Indus Valley c3300BB, Egypt c3100BC and China c1600BC. By settling in one place together and farming the land, societies had time to develop writing and technology as well as clear social structures and formal religion.	Sea levels rose after an Ice Age and Britain was separated from continental Europe circa 6000BC, creating the British Isles. No city-based civilisations appeared in Britain but remains (eg at Skara Brae in the Orkneys) show that by 3000BC hunting and gathering was mixed with farming. People left stone circles, tomb burials and wooden trackways. They changed the landscape, clearing forests by axe, fire or ring barking.
2,500BC to 800BC (Bronze Age)	Egyptian pyramids were built at this time. There were impressive Greek societies on Crete c3000BC to 1400BC and at Mycenae on the mainland c1500BC to 1100BC. Ancient Greek legends of the minotaur and the Trojan War are linked to these societies.	The first metal axes helped forest clearances and farming. Round houses and "hengese" were built (eg Stonehenge c3000 to 1600BC). More pottery and elaborate metal work appeared, possibly brought in by the "Beaker People" from Europe. A so called Celtic culture was developing between c1200BC and 800BC, along with the growth of tribal kingdoms.
800BC to 42AD (Iron Age, Classical Greece and Ancient	The age of Classical Greece lasted from about 500BC to 140BC. City states such as Athens developed philosophy, science, mathematics, drama and architecture eg temples.	Iron tools became more common from the 4 <sup>th</sup> century BC. Filled systems surrounded round houses. Many Iron Age hill forts were built during this time. Some of these earthworks were very extensive, such

Rome)	Alexander the Great created a huge Greek empire from 333 to 323BC. This brought ideas from places such as India to Greece. Legend says that Romulus founded Rome c753BC. It grew as a kingdom, until 509BC, then as a republic (ie no King). From 27BC, Rome's enormous territory was ruled by an emperor (Caesar). This included modern Israel where the Emperor Augustus ordered a census of his lands at the time of the birth of Jesus Christ.	as Maiden Castle in Dorset (c450BC) The Greek geographer, Pytheas, visited and may have sailed around Britain c325BC. He named and described "Britons". Julius Caesar, Emperor of Rome, invaded the south of England in 55BC. There was no conquest but steady trade followed through Hengistbury Head.
42AD to 410 (the Roman Empire)	Its powerful army meant that by 200AD the Roman Empire was at its peak, controlling Italy, Spain, the Balkans, North Africa, the Near East (The Holy Land), France and Britain. In every place it developed road systems, water supplies, spread agriculture, trade, slavery, literature, laws and beliefs, first in its own gods and then from 313AD, under the Emperor Constantine, in Christianity.	Emperor Claudius invaded and began the successful conquest of Britain in 43AD. Roman generals such as Vespasian defeated tribes such as the Durotriges in Dorset and overcame resistance by Caratacus (43-51AD) and Boudicca (60AD). They then pressed into Wales and Scotland but drew back in 122 and built Hadrian's Wall. The Romans brought writing to Britain so ending its "prehistoric" era. They built elaborate garrisons and country villas. Historians disagree about how "Roman" most Britons became.
410 to 800 (The Dark Ages in Europe)	Around 313 the Roman Emperor Constantine became a Christian and made Christianity the official religion of the Empire. He also moved the capital of the empire from Rome to Constantinople (modern Istanbul). The century from 376 to 476 saw the decline and fall of the Roman Empire in the west of Europe. So called "Barbarian" tribes from central Europe eg Attila the Hun, the Goths and the Vandals took over western Roman lands. This period has become known as the "Dark Ages", wrongly implying a complete loss of learning and culture. In 622 at Medina, (in modern Saudi Arabia), the religion of Islam was founded by the prophet Mohammed (peace be upon him).	About 410 Roman armies and rulers left Britain. About 490, a tribe called the Scots crossed from Ireland settling in what we now call Scotland and threatened northern Britain. The southern Britons invited tribes from modern Germany such as the Angles, Saxons and Jutes to defend them. Rather than simply help, these Anglo-Saxon warriors invaded and settled Britain including Dorset around the Ridgeway, spreading their language and customs. This is the origin of the name "England". At first they kept their pagan religions but from the late 6 <sup>th</sup> century they converted to Christianity, building simple stone churches. The church followed Roman Catholic traditions not those of the earlier Celtic monks.
800 to 1066	By 800 an Islamic Empire reached from Spain in the west to northern India in the east. The capital city at Baghdad was a remarkable centre of learning, building on ideas drawn from China, India, Greece and Egypt. From the 790s, the Vikings of northern Europe travelled the seas and rivers of the world. They certainly traded with Baghdad and may have sailed as far as America. In central America, by 800AD, the Mayan	Viking raids on Britain began in 789 followed by invasion and settlement. In 886, Alfred the Great stopped their conquest and limited the Vikings to an area north of a line roughly from Liverpool to London (Danelaw). Vikings were more than warriors, and had skilled craftsmen as well as an early form of parliament. In 937 King Athelstan crushed a Viking army at Brunanburh and became the first king of all England. In 991 the Vikings returned. King Ethelred the



	<p>Civilization had large cities with pyramid temples, productive farming, religion, writing and art. By 900AD the Mayans were in decline, possibly because of climate change. In west Africa, the kingdom of Benin was establishing itself and by 1600 was a wealthy and powerful empire.</p>	<p>Unready paid them "Danegeld" not to destroy his land. In 1016 a Viking Cnut, became King of England. From 1042 an Anglo-Saxon Edward the Confessor, was king but when he died in early 1066 no one knew who would take his place. This led to the Norman conquest of William of Normandy.</p>
--	--	--