



**Annie Lennard Primary School**  
**History Policy**

**Purpose of Study**

At Annie Lennard Primary school, we aim to teach a high-quality history education that will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. The aim of history teaching here at Annie Lennard School is to stimulate the children's interest, curiosity and understanding to know more about the past. Teaching will also equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. Through the history curriculum, we will teach children a sense of chronology and through this, help 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.

**Aims**

- To promote positive attitudes and enthusiasm for History and challenge children to their full potential.
- To ensure the progressive development of historical concepts, knowledge, skills, understanding and attitudes.
- To offer learning experiences of the highest standard possible; irrespective of gender, ethnic background, age or disability.
- To gain and use historical vocabulary.
- To develop the skills of enquiry, investigation, analysis, evaluation and presentation.
- To develop a knowledge of chronology within which the children can organise their understanding of the past
- To 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
- To develop knowledge and understanding of significant aspects of the history of the wider world, including ancient civilisations empires and past non-European societies
- To gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.
- To develop understanding of 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 structured accounts, including written narratives and analyses.
- To understand the methods of historical enquiry, including how primary and secondary evidence is used to make historical claims, and recognise how and why contrasting arguments and interpretations of the past have been constructed
- To gain historical perspective by placing children's 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.



## History Curriculum Planning

### EYFS

The most relevant early years outcomes for history are taken from 'Understanding the World'. Pupils are supported to develop their knowledge, skills and understanding of the world, make sense of their physical world and community through opportunities to explore, observe and find out about people, places, technology and the environment.

### Key stage 1

Pupils will be taught about the past, using common words and phrases relating to the passing of time. They will learn where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They will be taught a wide vocabulary of everyday historical terms. Children will ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They will study some of the ways in which we find out about the past and identify different ways in which it is represented.

*Pupils should be taught to:*

- Understand changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.
- Understand events beyond living memory that are significant nationally or globally.
- Understand the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.
- Understand significant historical events, people and places in their own locality.

### Key stage 2

Pupils will continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They will note connections, contrasts and trends over time and develop the appropriate use of historical terms. They will regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Children will construct informed responses that involve thoughtful selection and organisation of relevant historical information. They will understand how our knowledge of the past is constructed from a range of sources.

*Pupils should be taught about:*

- The changes in Britain from the Stone Age to the Iron Age.
- The Roman Empire and its impact on Britain.
- Britain's settlement by Anglo-Saxons and Scots.
- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.
- A local history study.
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.
- The achievements of the earliest civilizations.



- Ancient Greece – a study of Greek life and achievements and their influence on the western world.
- A non-European society that provides contrasts with British history.

We carry out curriculum planning in history in three phases (long-term, medium-term and short-term). The long-term plan maps the history topics studied in each term during each Key Stage to ensure coverage of the national curriculum. Teachers develop their own medium term plans. Our long-term and medium-term plans map out the skills and themes covered each term for each key stage. The class teacher writes short-term plans for each lesson and these plans list the specific learning objectives of each lesson.

	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<u>Autumn 1</u>	All About Me	Local History Study - Who was Annie Lennard?	Stone Age to Iron Age	Ancient Greeks	Ancient Egypt	World War II. Making links to local history – how was the local area affected?
<u>Autumn 2</u>	Toys	Guy Fawkes and Remembrance				
<u>Spring 1</u>	Kings and Queens: • Henry VIII	The Great Fire of London	Romans	Local History Study – The Black Country (Industry)	Anglo Saxons and Vikings	
<u>Spring 2</u>	• Elizabeth I • Queen Victoria	Titanic				
<u>Summer 1</u>	Explorers • Christopher Columbus • Roald Amundsen	Transport	Local History Study - Canals	The Shang Dynasty of Ancient China.	Local History Study – The Jewellery Quarter	Ancient Mayan Civilizations
<u>Summer 2</u>	• Neil Armstrong	Who is Greta Thurnberg?				
						Self-directed history research project

The way the history curriculum at Annie Lennard has been designed allows for progressive teaching through Key Stage 1 and 2 so that the children are increasingly challenged as they move up through the school. The sequence of topics allows for prior learning to be considered and opportunities for the revision of facts and historical understanding are built into lessons so that pupils will have the opportunity and are encouraged to draw and build on knowledge and skills previously taught. Teaching the skills and concepts means we can demonstrate clear progress within and between topics. Over the entire primary phase, we can develop these skills to really allow our children to understand the past and fully appreciate the intertwining story that is history.

The key skills and concepts:



- Chronological Awareness
- Historical Interpretation
- Historical Investigation
- Presenting, Organising and Communicating.

The history curriculum at Annie Lennard has been planned to ensure that it is meaningful and places the school's locality and children's context at the heart. Each year, children will take part in a local history study making history purposeful and relevant for the children that we teach but to also allow them to see the 'bigger picture' through the intertwining and development of knowledge and skills.

### **Teaching and Learning**

Teaching and learning styles will differ depending on the lesson and will address the individual needs of the children. At Annie Lennard, we utilise many learning and teaching styles to stimulate interest in the past in order to develop the children's knowledge, skills and understanding. Pupils will be given opportunities to experience different approaches to History including but not limited to:

- Handling artefacts
- Historical trips
- Access to secondary sources such as books and photographs
- Visitors talks about personal experiences of the past
- Listening to and interacting with stories from the past
- Undertaking fieldwork by interviewing family and older friends about changes in their own and other people's lives
- Enquiry based research activities
- Using drama and dance to act out historical events
- Using resources from the internet and videos (independently and teacher directed)
- Using non-fiction books for research
- Working independently or collaboratively, to ask as well as answer historical questions.
- Thinking as historians

It is important that children understand that historical events can be interpreted in different ways and that they should always ask searching questions, such as "how do we know?", about information they are given.

We recognise the fact that in all classes there are children of widely-different abilities in history and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:

- Setting common tasks which are open-ended and can have a variety of responses;
- Setting tasks of increasing difficulty. Not all children complete all tasks;
- Grouping children by ability in the room and setting different tasks for each ability group as well as grouping children in mixed ability so that peers can support each other;



- Providing resources of different complexity depending on the ability of the child;
- Using adults to support children individually or in groups.

### **Assessment and Recording**

All pupils' work is regularly marked (in line with the school's marking policy) and assessed against the key skills with feedback given to the children as soon as possible.

Data will be collected at the end of each term by the History Coordinator to track pupil progress against the National Curriculum requirements. Teachers will complete the History Assessment Tracker for their year group where they will identify what objectives the children have achieved. This will give a percentage that will convert to a level in which teachers will input onto Target Tracker each half term to track progress. This document will move throughout the school with each class so new teachers can see gaps in learning for individual children. EYFS will not use the Excel document and solely use Target Tracker. Assessment should be on-going to ensure that understanding is being achieved and that progress is being made. It should be used to inform planning, ensure full curriculum coverage and facilitate differentiation.

To monitor retention of skills and knowledge across and within year groups, children will have flashback questions at the start of their history lessons as well as regular quizzes within lessons.

Reports to parents are completed annually with a specific section for History.

### **Inclusion and Differentiation**

It is the responsibility of all teachers at Annie Lennard Primary School to ensure that children irrespective of ability, race, gender, age, faith, sexual orientation, and disability are given full access to the history curriculum and make the greatest possible progress.

At Annie Lennard, we teach history to all children whatever their ability providing a broad and balanced education to all. We provide learning opportunities matched to the needs of children with learning difficulties and we consider the targets set for individual children. In order to provide work that is appropriate to the learning experiences of individual children, it is necessary for the teacher to be aware of the statements/IEPs that apply to children being taught in the class – these children to be identified on planning. More able and talented pupils will be identified and their work differentiated accordingly.

Teachers take account of the three principles of inclusion that are set out in the National Curriculum:

- Setting suitable learning challenges.
- Responding to the diverse learning needs of pupils.
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.



### Resources

History resources will be stored in classrooms or in the central storage area in the hall. A resource audit will be carried out to ensure staff have the relevant resources to teach the key skills and knowledge of their history curriculum effectively. History resources will be ordered out of the History budget therefore will need to be ordered by/agreed by the History Coordinator. We have a wide range of books in classrooms and the library and access to the internet through the laptops and iPads. Visits are planned to enhance learning and give hands on activity. We encourage people with an interest, or expertise, in a particular topic or area of history to be invited into school to work with the children. These could be parents, grandparents, other family members, neighbours or representatives of the local community.

### Monitoring

History will be monitored by the History Co-ordinator who will be responsible for gathering samples of children's work. Appropriate additional evidence e.g. photos of activities/displays/visits/assemblies etc will also be kept. There will be History book scrutinies, lesson observation and teacher planning (MTP/STPs) will be monitored to ensure that the key skills are being effectively taught and match the needs and abilities of the pupils.

### Review

The history curriculum will be kept under review and evaluated regularly to monitor the effectiveness of this policy. This will require discussion between the History Co-ordinator, Head Teacher, Senior Management team and all teaching staff to ensure appropriate coverage of the curriculum and the teaching of key skills are being implemented. The History Coordinator and Head teacher and will report to the governing body on the effectiveness of the policy and, if necessary, make recommendations for further improvements.

**Date:** March 2020

**History Coordinator:** Danielle Dixon

**Review date:** June 2021