

## Aughton Town Green Primary School History Policy

At Aughton Town Green Primary school we follow the National Curriculum Programme of Study for History.

The following information is based on the NC POS and the Early Years Foundation Stage (EYFS) Statutory Framework (March 2021)

A full version of the National Curriculum Programme of Study for History can be viewed at

<https://www.gov.uk/government/publications/national-curriculum-in-england-history-programmes-of-study>

The Early Years Foundation Stage (EYFS) Statutory Framework (March 2021) can be viewed at:

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

### **Purpose of studying History**

The teaching of History at Aughton Town Green Primary will enable our 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.

### **Aims:**

At Town Green we want to ensure that all pupils:

- To know and understand the history of the British Isles as a coherent, chronological narrative, from the earliest times to the present day and understand that some people's lives have changed the nation.
- To know and understand significant aspects of the history of the wider world including the nature of ancient civilisations
- To gain and use a wide range of historical terms and vocabulary such as empire, civilization, parliament and peasantry.
- To 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 and ask historically valid questions and create their own structured accounts, including written narratives
- understand the methods of historical enquiry, including how evidence is used to make historical claims
- gain historical perspective by making connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales

## **Management**

### **1. Organisation**

#### **EYFS (Past and Present Early Learning Goal)**

Children at the expected level of development will:

- Talk about the lives of the people around them and their roles in society;
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
- Recall some important narratives, characters and figures from the past encountered in books read in class.

#### **Key stage 1**

History topics are blocked into units of half a term, with a unit of work being delivered in the Autumn, Spring and Summer term.

- Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.
- They should know 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 should use a wide vocabulary of everyday historical terms.
- They should 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 should understand 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 about:

- changes within living memory - where appropriate, these should be used to reveal aspects of change in national life - Year 1 Toys through time (connections with parents, grandparents, staff).
- events beyond living memory that are significant nationally or globally Year 1 -The Great Fire of London
- 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.
  - Queen Elizabeth II and Queen Victoria (Y1)
  - Learie Constantine, Florence Nightingale and NHS (Y2)
- significant historical events, people and places in their own locality. Year 2 Ormskirk Gingerbread (cottage industry/present day bakery) the arrival of the railway selling to passengers and the custom of Edward, Prince of Wales later Edward VII.

- **Key stage 2**

History topics are blocked into units of a term that follow a two year cycle with Y3/4 and Y5/6 following the same topics. This is to ensure mixed age classes do not repeat any learning.

Pupils should 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 should

- note connections, contrasts and trends over time and develop the appropriate use of historical terms;
- regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance;
- construct informed responses that involve thoughtful selection and organisation of relevant historical information;
- understand how our knowledge of the past is constructed from a range of sources.

In planning to ensure the progression described above through teaching the British, local and world history, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

<b>Pupils should be taught about:</b>	<b>In which year at our school?</b>
<b>1 Changes in Britain from the Stone Age to the Iron Age</b>	LKS2
<b>2 The Roman Empire and its impact on Britain</b>	LKS2

<b>3 Britain's settlement by Anglo-Saxons and Scots</b>	UKS2
<b>4 The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</b>	UKS2
<b>5 A local history study</b>	Year 2, LKS2, UKS2 Y2 Ormskirk Gingerbread, LKS2 Lancashire cotton mills, UKS2 How Aughton and Ormskirk supported Evacuees during WWII
<b>6 A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</b>	UKS2– Lancashire and the Transatlantic Slave Trade
<b>7 A study of the achievements of the earliest civilizations – an <u>overview</u> of where and when the first civilizations appeared and a <u>depth study</u> of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.</b>	LKS2 Overview plus Ancient Egypt.
<b>8 Ancient Greece – a study of Greek life and achievements and their influence on the western world.</b>	UKS2
<b>9 A non-European society that provides contrasts with British history – <u>one study</u> chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Maya civilisation c. AD 900; Benin (West Africa) c. AD 900-1300.</b>	UKS2 The Maya

(See whole school content audit).

## 2. Teaching and learning

History teaching focuses on enabling children to think as historians. We place an emphasis on examining historical artefacts and primary sources, and give children the opportunity to visit sites of historical significance. We encourage visitors to come into the school and talk about their experiences of events in the past. We recognise and value the importance of stories in history teaching, and we regard this as an important way of stimulating interest in the past. We focus on helping children understand that historical events can be interpreted in different ways, and that they should always ask searching questions (e.g. 'How do we know?') about information they are given.

We recognise that in all classes children have a wide range of ability 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 tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty;
- providing resources of different complexity, depending on the ability of the child;

- using teaching assistants to support children individually or in groups.

Emphasis is placed on the development of skills and a historical perspective alongside factual knowledge. A variety of teaching approaches are used:

- Teacher presentations, role play, drama, storytelling.
- Question and answer sessions, discussions and debates. Individual and group research.
- Investigating artefacts and sources of evidence.
- Fieldwork, and visits to museums and sites of historic interest.
- Drama groups and guest speakers.

### 3. Cross-curricular opportunities

Staff are encouraged to develop cross-curricular links with history and other subjects to provide a relevant and meaningful curriculum for pupils:

- **English:** History contributes significantly to the teaching of English in our school by actively promoting the skills of reading (of historical fiction/non-fiction texts), writing, speaking and listening. Children develop oracy through discussing historical questions, or presenting their findings to the rest of the class. They develop their writing ability by composing reports and letters, and through using writing frames.
- **Mathematics:** The teaching of history contributes to children's mathematical understanding in a variety of ways. Children learn to use numbers when developing a sense of chronology through activities such as creating timelines and through sequencing events in their own lives. Children also learn to interpret information presented in graphical or diagrammatic form. They also study different number systems from past cultures, e.g. Roman numerals.
- **Spiritual, moral, social and cultural development (SMSC):** In our teaching of history we also contribute to the development of the children's spiritual, moral, social and cultural understanding by looking at the establishment of multicultural Britain and the moral implications of the actions of historical figures. Children are therefore provided with many opportunities to discuss moral questions.

### 4. Computing:

Wherever appropriate we use computing to enhance our teaching of history. The children use ICT in a variety of ways, such as finding information on the Internet. They make creative use of the digital camera and iPads to record photographic images.

## **5. Resources:**

Class teachers have built up their own bank of class resources to enhance the teaching of history. Each topic covered has an associated large box of relevant artefacts and teaching resources kept in the resource area upstairs.

Useful resources:

Lancashire Archives - email: [archives@lancashire.gov.uk](mailto:archives@lancashire.gov.uk)

Mario - Lancashire County Council's online map-based resource tool.

<http://mario.lancashire.gov.uk/agsmario/>

Historical Association for key information, schemes of work and other resources.

<https://www.history.org.uk/>

Historical maps and links with geography <http://digimapforschools.edina.ac.uk>

Google Street View. <https://www.google.com/streetview/>

## **6. Special Educational Needs:**

Where possible, pupils should be actively involved and fully integrated with the rest of the class. Children with Special Educational Needs should be involved through differentiation e.g. by simplified text or support from the class teacher. For guidance on teaching children on the register, refer to their support plans and request help from the SEND coordinator.

In the case of more gifted children, they should have the opportunity to explore more complex issue such as point of view and the validity of evidence. Children with good reading skills should have the opportunity to examine more complex written sources and use research on the Internet and books to enhance their understanding of a period or issue.

## **7. Assessment and Monitoring**

The knowledge, skills and understanding in the programmes of study identify the aspects of history in which pupils make progress:

- Children demonstrate their ability in history in a variety of different ways.
- Teachers will assess children's work by making informal judgments during lessons.
- On completion of a piece of work, the teacher assesses the work and uses this information to plan for future learning.

- Written or verbal feedback is given to the child to help guide his or her progress.
- Children are also encouraged to assess their own learning and make judgments about how they can move their learning forward.
- At the end of each year, the teacher makes a summary judgement about the work produced in the form of a school report which indicates the children who have met, have not met or have exceeded age-related expectations.

Subject leader monitoring takes place throughout the year. Monitoring includes: discussions with staff, pupil interviews, walk through, book scrutiny, observation of displays etc.

## **8. Review and Development**

**The History Coordinator will** support colleagues in their teaching, attend courses to keep informed about current developments in the subject and pass on current information about curriculum developments to other staff.

(L.Ryder)