

Trimley St Mary Primary School - History Policy

The National Curriculum states that:

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.

Our aims:

History at Trimley St Mary Primary school aims to provide pupils with a thorough understanding of the past of both Britain and the wider world. We aim to ensure that children are able to think critically when examining evidence and can develop their own opinions, which they can then back up with their historical knowledge.

National Curriculum requirements for History at Key Stage 1

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. In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

National Curriculum requirements for History Key stage 2

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. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should 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 outlined below, 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.



OUR VISION - We provide an environment that allows children to thrive, developing the independence and resilience needed to reach their full potential, while becoming active members of the wider community.

| OUR DRIVERS | | | |
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| At the heart of Trimley St Mary School, lies clearly defined and understood "curriculum drivers" that are the guiding principles that accurately shape the personality of our curriculum. These drivers underpin our curriculum and drive the teaching and learning in our school and therefore the pupil's experiences. | | | |
| COMMUNITY | EMOTIONAL WELLBEING | ENQUIRY | POSSIBILITIES |
| Our school is a friendly and welcoming setting, with a strong sense of belonging, care and support. We recognise parents and the wider community as active partners in the education process and life of the school. By fostering strong community links, and working closely with families, local businesses, and other agencies, we support, motivate, and inspire all children to achieve and be successful in their own right. | As a THRIVE school, we provide a powerful way of working with children to support optimal social and emotional development. The way we interact with our children has a huge impact on the way they think about themselves and their levels of personal resilience. We improve empathy or the ability to understand what another person is thinking or feeling, which improves children's awareness of others and helps them to build positive relationships. We develop happy, healthy confident children who are ready and open to learning. | We recognise the importance of fostering an enquiring mind and love of learning by choosing the right context to engage our children in their learning. Our curriculum uses engaging topics and open-ended questions to promote curiosity, interest, and motivation. Children are encouraged to develop and deepen their understanding as well as drive their learning forward by questioning, investigating and solving problems. | Through our broad and balanced curriculum, we recognise the importance of providing our pupils with knowledge and experience of the wider world. We encourage them to develop self-belief, ambition, and the sense of what it is possible for them to achieve. |

| OUR GOALS | To ensure that pupils are fully active citizens within the school community. | To ensure all pupils are reflective, analytical and active independent learners. | To ensure that staff subject knowledge and pedagogy builds over time, translating into improvements in the teaching of the curriculum. | To ensure all pupils achieve highly in order to fulfil interests, aspirations for the future and meet their academic, sporting & creative potential. | To ensure that pupils acquire a wide vocabulary, communicate effectively and acquire a knowledge of phonics, giving them the foundations for future learning. |
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| | PERSONAL DEVELOPMENT | BEHAVIOURS & ATTITUDES | LEADERSHIP & MANAGEMENT | QUALITY OF EDUCATION | EARLY YEARS |

Curriculum Intent

The 8 Cs - Our curriculum is underpinned by core learning skills that all children need in order to be effective learners. Children use these skills to evaluate themselves as learners, in addition to their knowledge and understanding of concepts within History.



Curriculum Intent:

- 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
- Pupils know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind

- Pupils gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- Pupils 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 structured accounts, including written narratives and analyses
- Pupils 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
- Pupils 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.

Curriculum Implementation

Sequence

History is a foundation subject in the National Curriculum. Our school has devised a programme of study linked to other foundation subjects to ensure that History skills can be taught in a meaningful way, utilizing the Chris Quigley Essentials curriculum, which identifies essential characteristics of Historians as listed below. This curriculum is cross-referenced to the programs of study of the National Curriculum, as well as Chris Quigley and provides comprehensive skills development. In order to meet statutory requirements our school has divided up the breadth of study into a two-year cycle. We carry out the curriculum planning in History in three phases: long-term, medium-term and short-term. History is planned through creative and purposeful learning opportunities within the class learning.

Essential Characteristics

As Historians we will:-

- An excellent knowledge and understanding of people, events, and contexts from a range of historical periods and of historical concepts and processes.
- The ability to think critically about history and communicate ideas very confidently in styles appropriate to a range of audiences.
- The ability to consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate historical evidence derived from a range of sources.
- The ability to think, reflect, debate, discuss and evaluate the past, formulating and refining questions and lines of enquiry.
- A passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways.
- A respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgments.
- A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics.

Within this programme of study we use a spiral curriculum approach to gaining skills. It is the aim that all children achieve Milestone 1 by the end of KS1; Milestone 2 by the end of lower KS2; and Milestone 3 by the end of KS2.

Learning objective 1: To investigate and interpret the past.

| | Milestone 1 | Milestone 2 | Milestone 3 |
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| To investigate and interpret the past | <ul style="list-style-type: none"> • Observe or handle evidence to ask questions and find answers to questions about the past. • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures, stories, online sources and databases to find out about the past. • Identify some of the different ways the past has been represented. | <ul style="list-style-type: none"> • Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. • Suggest causes and consequences of some of the main events and changes in history. | <ul style="list-style-type: none"> • Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. • Use sources of information to form testable hypotheses about the past. • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. • Understand that no single source of evidence gives the full answer to questions about the past. • Refine lines of enquiry as appropriate. |

Learning objective 2: To build an overview of world history.

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| <p>To build an overview of world history</p> | <ul style="list-style-type: none"> • Describe historical events. • Describe significant people from the past. • Recognise that there are reasons why people in the past acted as they did. | <ul style="list-style-type: none"> • Describe changes that have happened in the locality of the school throughout history. • Give a broad overview of life in Britain from ancient until medieval times. • Compare some of the times studied with those of other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. | <ul style="list-style-type: none"> • Identify continuity and change in the history of the locality of the school. • Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times. • Compare some of the times studied with those of the other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. |
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Learning objective 3: To understand chronology.

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| <p>To understand chronology</p> | <ul style="list-style-type: none"> • Place events and artefacts in order on a time line. • Label time lines with words or phrases such as: past, present, older and newer. • Recount changes that have occurred in their own lives. • Use dates where appropriate. | <ul style="list-style-type: none"> • Place events, artefacts and historical figures on a time line using dates. • Understand the concept of change over time, representing this, along with evidence, on a time line. • Use dates and terms to describe events. | <ul style="list-style-type: none"> • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). • Identify periods of rapid change in history and contrast them with times of relatively little change. • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. • Use dates and terms accurately in describing events. |
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Learning objective 4: To communicate historically.

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| <p>To communicate historically</p> | <ul style="list-style-type: none"> • Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and | <ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period | <ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period |
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| | <p><i>centuries to describe the passing of time.</i></p> <ul style="list-style-type: none"> • Show an understanding of the concept of nation and a nation's history. • Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace. | <ul style="list-style-type: none"> • era • change • chronology. <p>• Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</p> | <ul style="list-style-type: none"> • era • chronology • continuity • change • century • decade • legacy. <p>• Use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past.</p> <p>• Use original ways to present information and ideas.</p> |
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Teaching and Learning

A variety of enriching teaching approaches are encouraged:

- Teacher presentations, role-play and story telling.
- Question and answer sessions, discussions and debates.
- Individual and group research and presentations.
- Investigating artefacts, maps, photographs, paintings and other documents as sources of evidence.
- Critical analysis and evaluation of sources of evidence.
- Computing- interactive white board and internet resources, iPads and other visual and audio resources.
- Well-stocked Topic and Artefact Boxes for each area of the History curriculum.
- Fieldwork, visitors and visits to museums and sites of historic interest.
- Special Events: History Days or Weeks such as Black History Month, Greek/Roman Feasts, Battle Re-enactments, Olympic Games, Shakespeare workshops, the Anglo-Saxon village and an 'Archaeological Dig'.

Emphasis is placed on the development of enquiry skills and empathy, as well as on factual knowledge. A creative approach to the History curriculum by both teachers and children is encouraged. Links are recommended between History, Literacy, Design Technology, Science, Computing and other curriculum areas wherever possible. This makes it more likely that a rich humanities curriculum can be delivered, as well as providing a more creative, enjoyable approach to teaching and learning.

The Early Years Foundation Stage

We encourage the development of skills, knowledge and understanding that help Reception children make sense of their world. Opportunities are planned based on the statutory Early Learning Goals in the Early Years Foundation Stage (EYFS).

Within the 'Understanding the World' specific area of learning, is split into three sections with History found in 'Past and Present.' It states that for children to achieve a good level of development they need to-

- 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.
- Understand the past through settings, characters and events encountered in books read in class and storytelling. These elements are experienced in a cross curricular approach throughout the academic year, with children joining in and taking part in different celebrations of historical events such as Remembrance Day.

Assessment and Recording

Teacher assessment takes place continually within learning sessions and through direct questioning alongside summative assessment. Regular assessment is carried out using:

- oral questioning to encourage discussion;
- self-evaluation of written work, map/field study work etc.
- Use of better blue pens for improvement and developing work

Teachers analyse pupils' progress in the units of work they are completing using a variety of methods. Analysis of progress is continuous during the learning sessions, helping to facilitate planning and progression for future lessons. We use the Chris Quigley Essentials curriculum Milestone Grids to support assessment in history. Teachers enter data outcomes for History to Insight on a termly basis.

Extra-curricular History Opportunities

At Trimley St. Mary we believe that everyone should have access to variety of experiences to enrich their learning journey. We provide a number of topic linked trips, themed days (in school), and visitors to provide a variety of learning opportunities at various points throughout each academic year.

Special Educational Needs

In all classes there are children of differing ability and age. We recognise this fact and provide suitable learning opportunities for all children (including those who may be gifted and talented or have additional needs) by matching the challenge of the task to the ability of the child. Each child is valued, respected and challenged regardless of ability, race, gender, religion, social background, culture or disability.

Spiritual, moral, social and cultural development

We promote Spiritual Development by:

- Considering how things would be different if the course of events had been different; for example what difference would it have made if the Normans had not been successful in 1066?

- Exploring the results of right and wrong behaviour in the past by considering some of the characteristics of people who have had a bad influence and caused suffering to.
- Giving the trigger for discussions about how groups and communities organised themselves in the past.
- Considering questions about social structure in the past.; for example, What By exploring local history and under researched history and history around us
- Investigating how culture is shaped by history, exploring the 'cultural heritage' and in particular the Christian 4
- Looking at local history and investigating the reasons why there is a landmark, building or museum.
- Speculating about how we mark important events from history and the people who shaped them.

We promote moral development by:

- Exploring the results of right and wrong behaviour in the past
- Considering some of the characteristics of people who have had a bad influence and caused suffering to others. What have others done to stop injustice? Are there examples from their own local area?
- Going beyond the facts and asking pupils to make hypotheses and pose questions such as 'what if...?' 'what would have turned a tragedy into a triumph?'

We promote social development:

- Giving the trigger for discussions about how groups and communities organised themselves in the past.
- Considering questions about social structure in the past.; for example, What might pupils say about the rights of children in earlier times? Is it important that society looks after young children? Are there people who still don't get a fair deal?
- Encouraging pupils to talk to their parents and grandparents; for example, when learning about World War Two.

We promote cultural development by:

- Exploring local history and under researched history and history around us
- Investigating how culture is shaped by history, exploring the 'cultural heritage' and in particular the Christian influence on British culture.
- Taking pupils on visits to heritage sites Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values.

Date created - January 2023