



CARNFORTH COMMUNITY PRIMARY SCHOOL

History Policy

Intent

History teaching at Carnforth Community Primary School is designed to stimulate the children's interest and understanding about the life of people who lived in the past. We aim to ensure a child's emotional wellbeing by developing their sense of personal history. Children will recognise how we learn from the past and we promote their emotional health and resilience by helping them to understand that life in the past, as it does now, has its difficulties and challenges and that we can learn how to overcome these just like people in the past had to. At Carnforth Community Primary School, we aim to develop children's compassion and empathy for people who have gone through struggles and teach children that we can learn a great deal from things that have happened throughout history. We develop their confidence by encouraging them to ask questions, think for themselves and challenge ideas. We also teach children to reflect on what we can learn from the past, comparing life now to life then, what we have learnt from this and how things have changed and why. Through our school motto 'Believe and Achieve we believe everyone can become a Historian.

The History curriculum at Carnforth Community makes full use of resources within the immediate and wider local area, enabling children to develop a deep understanding of the rich history of their locality. Topics are informed by the National Curriculum (2014) and are carefully planned and structured to ensure that current learning is linked to previous learning and that the school's approaches are informed by current pedagogy. As a school, we are constantly developing our enquiry skills.

In line with the National Curriculum (2014), the History curriculum at Carnforth Community aims to ensure that all pupils:

- foster an interest in the past and to develop an understanding that enables them to enjoy all that history has to offer;
- know about significant events in British history and to appreciate how things have changed over time;
- develop a sense of chronology;
- develop an understanding of British Values in order to encourage children to understand other people, their beliefs, thoughts, values and experiences

- understand how Britain is part of the wider world and have some knowledge and understanding of its historical development
- learn about the roles that individuals and events have played in shaping modern society
- understand society and their place within it, so that they develop a sense of cultural heritage;
- develop the skills of enquiry, investigation, analysis, evaluation and to present their findings using a variety of techniques
- ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement;
- Understand the importance of enquiry skills, when learning.
- Begin 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.

Implementation

History at Carnforth Community is usually taught every other half term, with each unit being centred around an enquiry driver such as: 'What did the Romans do for us?' By the end of Year 6, children will have a chronological understanding of British history from the Stone Age to the present day. They are able to draw comparisons and make connections between different time periods and their own lives. Interlinked with this are studies of world history, such as the ancient civilisations of Egypt and Greece. Wherever possible, cross curricular outcomes in history are specifically planned for, with strong links between the history curriculum and English lessons enabling further contextual learning. The local area is also utilised to achieve the desired outcomes, with extensive opportunities for learning outside the classroom. Medium term planning is informed by and aligned with the national curriculum. Consideration is given to how greater depth will be taught, learnt and demonstrated within each lesson, as well as how learners will be supported in line with the school's commitment to inclusion. Outcomes of work are monitored to ensure that they reflect a sound understanding of the key identified knowledge and skills.

Reception

Understanding the World: Past and Present

- 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.

KEY STAGE 1

During Key Stage 1, children begin to develop an awareness of the past, using common words and phrases relating to the passing of time. They start to 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 demonstrate a growing confidence and accuracy when using commonplace historical vocabulary. Through literacy

and drama, children become able to ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. Children start to use, and begin to evaluate, some of the ways in which we find out about the past and identify different ways in which it is represented.

Children are taught to **identify changes within living memory**, by examining how toys and entertainment have changed within living memory and what this reveals about changes in national life. Children also **investigate events beyond living memory**, to develop a growing sense of chronology and awareness of time and changes over time. As part of this focus children will study the Great Fire of London and how homes have changed over time. We will also study the **lives of significant individuals in the past who have contributed to national and international achievements** such as Christopher Columbus, Samuel Pepys, Mary Anning. As part of our study of **significant historical events, people and places in their own locality**, we will find out about Richard Owen from Lancaster who discovered dinosaur fossils.

KEY STAGE 2

Throughout 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. This sense of understanding of chronology will be referred to throughout this Key Stage so that children become secure in their understanding of important historical events and eras, 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. Children will learn to select, organise, review and present relevant historical information. Children will begin to understand how our knowledge of the past is constructed from a range of sources and that sources need to be carefully evaluated. Progression, through this Key stage, should allow pupils to understand both the long arc of development and the complexity of specific aspects of the content.

During this Key Stage, children learn about the changes that happened in Britain from the Stone Age, through the Bronze Age to the Iron Age. They will also learn about the Roman Empire and its impact on Britain; both in the short term and to the present day. This study will be followed by an investigation of Britain's settlement by the Anglo-Saxons and Scots culminating in a study of the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor and the Norman Conquest. We will study these periods of history in a broad chronological order, to help support children's understanding of chronology and trends over time. We will study the impact of the World War II and the Blitz on the local community, showing how several aspects of national history are reflected in the locality.

In addition to this focus on British history, we will study the achievements of the earliest civilizations, giving children an overview of where and when they first appeared and also the opportunity to study in depth early civilizations such as Ancient Egypt. Once again, the specific in-depth study will be selected to ensure effective and enriching cross curriculum links. Children's study of ancient civilisations will be extended by investigation of Ancient Greece, where children will study Greek life, the major achievements of this society and its

influence on the western world. To further complement children’s understanding of society, children will have the opportunity to study a non-European society that provides contrasts with British history, using the Mayan civilization.

| Pupils should be taught about: | In which year at our school? |
|--|--|
| 1 Changes in Britain from the Stone Age to the Iron Age | Year 3/4 |
| 2 The Roman Empire and its impact on Britain | Year 3/4 |
| 3 Britain’s settlement by Anglo-Saxons and Scots | Year 3/4 |
| 4 The Viking and Anglo-Saxon struggle for the Kingdom of England | Year 3/4 |
| 4 The death of Edward the Confessor 1066 struggle for the Kingdom of England & Battle of Hastings | Year 5/6 |
| 5 A local history study | Year 5/6 |
| 6 A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 | Year 3/4 Changing power of monarch Queen Victoria Year 5/6 – WWII & Battle of Britain |
| 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. | Year 3/4 Overview plus Ancient Egypt. |
| 8 Ancient Greece – a study of Greek life and achievements and their influence on the western world. | Year 5/6 |
| 9 A non-European society that provides contrasts with British history – one study 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. | Year 5/6 The Maya |

IMPACT

Outcomes in topic and English books evidence a broad and balanced history curriculum and demonstrate the children's acquisition of identified key knowledge.

Impact of the subject is demonstrated in different ways:-

- through pupil voice children will be able to talk about the skills and knowledge they have acquired.
- Children will be engaged in History lessons and want to find out more.
- Children will complete research independently through projects and homework and to further their own enjoyment about the subject or topic.

Work will show that a range of topics is being covered, cross curricular links are made where possible and differentiated work set as appropriate. As historians, children will learn lessons from history to influence the decisions they make in their lives in the future.

Pupils' attainment in History is assessed at the end of a unit.

By the end of a pupil's time at Carnforth Community, we want our children in History to:

- Be able to sequence key periods of British and world history in chronological order using dates.
- To use a timeline to give information about a period of history (e.g. plot key developments across a period of local history) or a theme (e.g. plot key developments of a theme, like transport, across periods of history).
- To recognise and offer plausible explanations for similarities and differences between the lives of people living in different periods of time.
- To explain why significant events happened and why people behaved as they did, and can understand the consequences, including those for the present day (e.g. conflicts, inventions and other advances).
- To evaluate historical sources based on reliability and bias.
- To ask and answer questions by selecting from a range of sources (both primary and secondary) to gain a clearer understanding.
- Can debate different interpretations of people and events and demonstrate an appropriate understanding of different points of view.
- To know and can use with increasing accuracy words and phrases relating to time and chronology