

Daisyfield Primary School



History Policy

September 2023

Intent

Children are intrinsically inquisitive individuals and day by day they are trying to make sense of the world around them. Children like to explore, question and use their imaginations. This positive cycle of learning is fuelled by the excitement that comes from discovery.

Here at Daisyfield Primary School, we believe that through the study of history, children enrich their understanding of the past and present of the world they live in. History shapes the customs and beliefs of the communities to which we belong.

Aims of History

At Daisyfield Primary School our aims of teaching history are:

- To develop an interest in the past and an appreciation of human achievements and inspirations.
- To learn about some of the major issues and events in the United Kingdom, the rest of the world and how these events may have influenced each other.
- To develop an understanding of the concepts of time and chronology.
- To understand how the past was different to the present and appreciate that the people of other times and places may have had different values and attitudes from our own.
- To understand that events have usually a multiplicity of causes and that historical explanation is provisional, always retractable and sometimes controversial.
- To gain and use historical vocabulary with confidence and in the right context.
- To understand historical concepts such as continuity and change, cause and consequences and use them to make connections.
- To gain historical perspective by placing their growing knowledge into different contexts.
- To stimulate interest and intrigue our pupils so that, they too can research aspects of history independently
- To give children the opportunity to access primary and secondary sources so they can speculate and critically analyse the evidence around the subject.

Implementation

Our History Overview

At Daisyfield Primary School we use the Dimensions Curriculum which provides a thematic approach to delivering the National Curriculum (2014). History is taught through these thematic units over a two-year rolling program which we call cycle A and B.

Below you will find how we have mapped out our programmes of study to cover the Statutory and non-statutory requirements for History in the National Curriculum. The highlighted units are where History is covered in both cycles.

Foundation Stage

History in the Foundation Stage is taught within the specific area of “Understanding the World”. Children are supported in developing the knowledge, skills and understanding that helps them to make sense of the world through different thematic units of study. In EYFS, we also follow the Dimensions Curriculum. Some of the topics that are covered can be found below.

Daisyfield Primary School – History Overview 2023-2024									
Term	EYFS Cycle A	EYFS Cycle B	KS1 Cycle A	KS1 Cycle B	LKS2 Cycle A	LKS2 Cycle B	Hazel	UKS2 Cycle A	UKS2 Cycle B
Autumn	Homes from the past.	Who's in my Family? Talk about the lives of people around them	How am I making History?	How was school different in the past?	British History 1: Would you prefer to live in Stone Age, Iron Age or Bronze Age?	How have children's lives changed?	History: Indus Valley	British History 5: What was life like in Tudor England?	How did The Maya Civilisation Compare to Anglo Saxons?
Spring	Past and present – compare how jobs were done in the past, e.g. doing the washing	Past and present – toys Past and present – special events	How have toys changed?	How did we learn to fly?	British History 2: Why did the Romans settle in Britain?	British History 3: How hard was it to invade and settle in Britain?	History: Benin Civilisation	What did the Greeks ever do for us?	British History 6: What was the impact of War II on the people of Britain?
Summer	Past and present – changes in their lives. Relating to Cinderella Young and old	Compare old and new tickets e.g. e-tickets. Local area – shops, walks, parks, buildings etc How has the local area changed over time?	How have explorers changed the world?	What is a monarch?	What did the Ancient Egyptians believe?	British History 4: Were the Viking Raiders, raiders or settlers?	History: Titanic How did the Titanic disaster change the designs of ships today?	What does Census tell us about our local area?	Unheard histories: Who should go on the bank note?

Through these topics, pupils are encouraged to talk about their families as well as the past and present events in their lives. They begin to gain knowledge and understanding of the world through:

- Photographs/artefacts
- Listening to stories and memories of older people
- Role play activities
- Discussing events in the past and their own personal lives
- Sequencing events to gain a sense of time

Key Stage 1

The 2014 National Curriculum at Key Stage 1 focuses on developing children's awareness of the past, using common words and phrases relating to the passing of time. Pupils 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.

Children should also 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.

Teachers should ensure the progression described above, through teaching about the people, events and changes outlined below, teachers may introduce pupils to historical periods that they will study more fully at Key Stage 2.

Four main areas of focus in Key Stage 1

Pupils should be taught about:

- Changes within living memory
- Events beyond living memory that are significant nationally or globally
- The lives of significant individuals in the past who have contributed to national and international achievements
- Significant historical events, people and places in their own locality

Key Stage 2

The 2014 National Curriculum at Key Stage 2 states that we should continue to allow children to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.

Pupils 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.

Children 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.

It also states that in planning, to ensure the progression, 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.

Nine main areas of focus in Key Stage 2.

Pupils should be taught about:

- 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 – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- 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 – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300

Teaching and learning

At Daisyfield Primary School, we place an emphasis on examining historical artefacts and primary sources (where possible). We strive to make the learning of History a hands-on and memorable experience for all our pupils.

In each key stage we 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 pupils should always critically analyse the information they are given.

Although history will not always be taught and learned in a chronological sequence, pupils in Key Stage 2 will have access to some form of timeline so that passed events can be placed in a chronological sequence and their relative distance from the present is identified.

Although history is embedded in written and spoken language, information technology is a very valuable tool for any historian. It can be used to store, retrieve and analyse information. Therefore, all classes have access to laptops, iPad and interactive whiteboards. Teachers are encouraged to use these resources effectively.

Throughout the year we have a number of Lancashire Museum Loan boxes that arrive in school. Children get to handle some Primary and replica sources to enhance their learning of a particular subject. Pupils are encouraged to be imaginative when working with evidence while at the same time respecting it. Children in UKS2 should be able to offer hypothetical explanations of past events, supported by carefully reasoned proof and to test them by comparing sources, discussions and differing points of view.

SEND, Inclusion and Equal Opportunities

Here at Daisyfield Primary School, teachers are committed to providing an engaging and interactive education that is accessible to all our pupils. We provide equal opportunities to all children, irrespective of ability, race, religion or gender.

We endeavour to do this by providing learning opportunities matched to the needs of pupils with learning difficulties. We also have the targets that have been set for specific children in their Individual Learning Plan's (IEP), at the forefront of *all* planning. There may be occasions when the resources may be different from those of the class but these will be in keeping with the pupil's IEP.

More able and talented pupils will be identified and their work challenged and differentiated accordingly. Teachers take account of the three principles of inclusion, set out in the National Curriculum, which relate to:

- 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.

More able and Talented

At Daisyfield, we identify our More Able and Talented children using our Daisyfield Assessments. We outline those working 'Above' given objectives. For History, we identify those children who are working above ARE. For history, we meet the needs of the children by planning for specific questioning opportunities which require Higher Order Thinking Skills.

In History, we have identified 5 characteristics of the most able which are as follows:

1. Acquire knowledge quickly and demonstrate a strong sense of period as a result of study.
2. Be able to draw generalisations and conclusions from arrange o sources of evidence.
3. Be intrigued by similarities and differences between different people's experiences, times and places and other features of the past.
4. Show resourcefulness and determination when pursuing a line of enquiry.

Literacy Skills in History:

5. Access complex source materials with growing independence.

Assessment

At Daisyfield Primary School we understand that assessment is a fundamental part of the teaching and learning cycle. Assessment is used to inform planning and to facilitate differentiation. The assessment of children's work is on-going to ensure that understanding is being achieved and that skills progression is being made. Verbal and written feedback is provided to the children regularly in line with the school's assessment policy. Additionally, end of term quizzes completed by children inform the teacher of their understanding of the topic and retention.

Roles and Responsibilities

Monitoring

History will be monitored by the subject leader. Their role is to support colleagues in the teaching of history, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school as well as making its own distinctive contribution to the school curriculum as History contributes to the wider aims of primary education.

The subject leader aims to:

- Provide support to fellow teachers by sharing relevant information at staff meetings regularly.
- Ensure that resources are readily available for teachers to access for their pupils and guide them to the wealth of online resources that are also available to them.
- Carry out learning walks across the key stages to monitor coverage and content of the history curriculum at Daisyfield and to ensure that this policy is put into practise.
- Develop the teaching and learning of History by taking on board thoughts and ideas from the pupils themselves through pupil conferencing.
- Critically analyse the progression of History across the different Key Stages.

The monitoring of teaching and learning of History across the school will also include members of the Senior Leadership Team (SLT).

Review Date: June 2024