

History Policy

Status	Non - statutory
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Name of Headteacher	Jo Wreford
Name of Chair of Governors	Annabelle Hughes
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INTENT

'The study of the past is a puzzle that leads to a greater understanding of our world. The study of characters from the past, their decision-making and the impact of those decisions upon our lives can be seen as the crux of what history is.'

Doull, Russell, Hayes, 2019

At Meadlands, we understand that history is all around us. By studying the past, we inspire curiosity, critical thinking and analysis. History encourages debate and investigation; it develops our empathy. The skills we derive from studying history are transferable and influence our own lives. The intent of our History curriculum is to deliver a curriculum which is accessible to all and that will maximise the outcomes for every child so that they know more, remember more and understand more.

'Ultimately, there's something in the study of history for everybody because it's everything that's ever happened.'

Lipscombe, 2013

Our aims for teaching history at Meadlands are:

- To promote positive attitudes and enthusiasm for history
- To know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day
- To ensure the progressive development of historical concepts, knowledge, skills and attitudes
- To introduce pupils to what is involved in understanding and interpreting the past
- To know and understand how the lives of significant individuals have shaped this nation, and how Britain has influenced and been influenced by the wider world
- To understand that the community and society in which they live in has been formed by developments in the past.
- To make connections between local, regional, national, and international history.
- To make links between cultural, economic, military, political, religious and social history.
- To make connections to other subjects, for example links with Literacy and Art and Design.
- To make connections with our own lives through history.

- To develop an understanding of historical concepts e.g. continuity and change, cause and consequence, similarity, difference and significance, and use these to make connections, draw contrasts, analyse trends, structure historically-valid questions.
- To understand the various methods of historical enquiry

Links to our school intent

Language

- Vocabulary is carefully selected for each unit and included on the Knowledge Organiser.
- Vocabulary is included on class displays and in light boxes.
- Drama and spoken language can be creatively threaded through history teaching
- Vocabulary spotlight slides investigate the etymology of key words.

Memory

- Rich experiences planned for each unit encourage more information to pass into the children's long-term memory.
- The Learning Journey requires children to remember what they have learned each lesson
- Making connections to other subjects and to the children's own lives also encourages memories to be stored.
- Timelines are displayed in every classroom.
- Recap activities to assess what children have retained. These are planned within the unit and once the unit has concluded.

Wellbeing

- Studying history offers opportunities for discussion, debates, exploration and discovery which promotes a sense of fun and fulfilment.
- History offers opportunities for extracurricular experiences such as trips and visits.
- History is about all of us and as such is inclusive in its very nature.

IMPLEMENTATION

At Meadlands, we strive to meet the National Curriculum expectations and guidelines. See below for the Key Stage requirements:

Key Stage 1

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. Pupils should be taught about:

- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.
- Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries].
- 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell].
- Significant historical events, people, and places in their own locality such as Ham House.

Key Stage 2

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. 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, at Meadlands children in Year 5 study The Tudors.
- 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. at Meadlands children in Year 5 study the Ancient Kingdom of Benin.
- 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.

- Although not listed on the National Curriculum, children in Year 6 study World War 2.

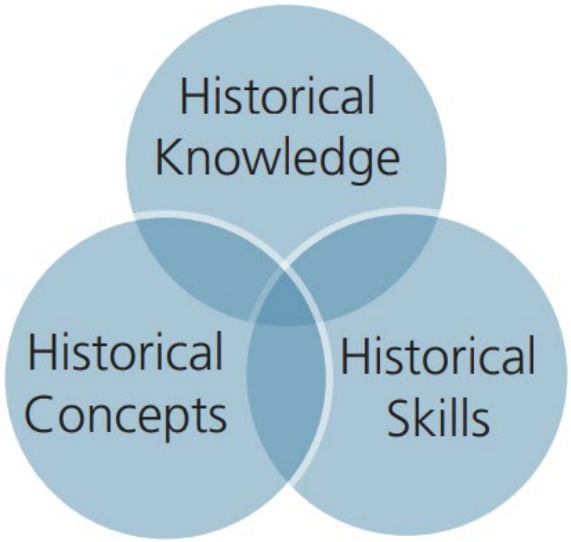
EYFS

Young children are naturally curious about the world around them and this is a vital time to begin to embed important aspects of historical learning such as asking and answering questions, understanding historical vocabulary, and using role play. History in early years is embedded into the area "Understanding the World". By the time children leave reception, they should:

- Talk about past and present events in their own lives and in the lives of family members
- Know about the similarities and differences between themselves and others, among families, communities and traditions
- Know about similarities and differences in relation to places, objects, materials and living things
- Talk about the features of their own environment

Teaching

History is taught in blocks every term, with each class completing 3 units of history. The curriculum is arranged so that the units are taught broadly in chronological order to give the children on overall sense of the passing of time (See appendix A). Units of history are taught in line with the National Curriculum programmes of study. Teachers carefully plan units according to our subject ***Knowledge Organisers***, which ensure progression of history ***knowledge*** and ***skills***, ***historical enquiry,*** and acquisition of ***key vocabulary***. At the end of each history lesson, children fill in a ***Learning Journey*** to recall and summarise what they have learned.



Year 1	Changes in living memory: King Charles III	A local study – Ham House	Explorers of the sky

Year 2	The Great Fire of London	Women in history	Explorers of the seas and skies
Year 3	From Stone Age to Iron Age	Study of Ancient Egypt	The impact of the Romans on Britain
Year 4	The study of Ancient Greece	The Anglo-Saxons arrival in Britain	The Vikings
Year 5	The Ancient Kingdom of Benin	The Tudors (local study)	The History of the Technological Age and Business Enterprise
Year 6	World War Two	The Victorians	

Progression of history skills

Gareth Webb
School Support Consultant

Progression of Skills
In History

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological understanding	• Sequence events in their life • Sequence 3 or 4 artefacts from distinctly different periods of time • Match objects to people of different ages	• Sequence artefacts closer together in time - check with reference book • Sequence photographs etc. from different periods of their life • Describe memories of key events in lives	• Place the time studied on a time line • Use dates and terms related to the study unit and passing of time • Sequence several events or artefacts	• Place events from period studied on time line • Use terms related to the period and begin to date events • Understand more complex terms eg BC/AD	• Know and sequence key events of time studied • Use relevant terms and period labels • Make comparisons between different times in the past	• Place current study on time line in relation to other studies • Use relevant dates and terms • Sequence up to 10 events on a time line
Range and depth of historical knowledge	• Recognise the difference between past and present in their own and others lives • They know and recount episodes from stories about the past	• Recognise why people did things, why events happened and what happened as a result • Identify differences between ways of life at different times	• Find out about every day lives of people in time studied • Compare with our life today • Identify reasons for and results of people's actions • Understand why people may have wanted to do something	• Use evidence to reconstruct life in time studied • Identify key features and events of time studied • Look for links and effects in time studied • Offer a reasonable explanation for some events	• Study different aspects of different people - differences between men and women • Examine causes and results of great events and the impact on people • Compare life in early and late 'times' studied • Compare an aspect of lie with the same aspect in another period	• Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings • Compare beliefs and behaviour with another time studied • Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation • Know key dates, characters and events of time studied
Interpretations of history	• Use stories to encourage children to distinguish between fact and fiction • Compare adults talking about the past – how reliable are their memories?	• Compare 2 versions of a past event • Compare pictures or photographs of people or events in the past • Discuss reliability of photos/ accounts/stories	• Identify and give reasons for different ways in which the past is represented • Distinguish between different sources – compare different versions of the same story • Look at representations of the period – museum, cartoons etc	• Look at the evidence available • Begin to evaluate the usefulness of different sources • Use text books and historical knowledge	• Compare accounts of events from different sources – fact or fiction • Offer some reasons for different versions of events	• Link sources and work out how conclusions were arrived at • Consider ways of checking the accuracy of interpretations – fact or fiction and opinion • Be aware that different evidence will lead to different conclusions • Confidently use the library and internet for research
Historical enquiry	• Find answers to simple questions about the past from sources of information e.g. artefacts, (see 4a)	• Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.	• Use a range of sources to find out about a period • Observe small details – artefacts, pictures • Select and record information relevant to the study • Begin to use the library and internet for research	• Use evidence to build up a picture of a past event • Choose relevant material to present a picture of one aspect of life in time past • Ask a variety of questions • Use the library and internet for research	• ·Begin to identify primary and secondary sources • Use evidence to build up a picture of a past event • Select relevant sections of information • Use the library and internet for research with increasing confidence	• Recognise primary and secondary sources • Use a range of sources to find out about an aspect of time past • Suggest omissions and the means of finding out • Bring knowledge gathered from several sources together in a fluent account
Organisation and communication	• Communicate their **knowledge** through: Discussion…. Drawing pictures… Drama/role play.. Making models….. Writing.. Using ICT…			• Recall, select and organise historical information • Communicate their **knowledge and understanding.**		• Select and organise information to produce structured work, making appropriate use of dates and terms.

Spoken Language/Oracy

At Meadlands, we believe that speaking and listening form the foundations of good learning in History. In formal and informal situations, we create and encourage opportunities for meaningful conversation, discussion, and debate about learning. Questioning forms the basis of our teaching and we strongly encourage children to be curious and to share their thoughts confidently in a supportive environment. Through spoken language, children learn how other people make sense of the world, how language is sued to reason, how emotions and identities are expressed, and how to work together to solve problems.

What does speaking and listening look like at Meadlands?

Across the school:

- Listening to and participating in stories, articles, poems, rhymes and songs
- Use of sentence stems to scaffold oral responses in class
- Using the strategy *Agree, Build, Challenge* to guide respectful discussions
- Questioning across the curriculum
- Drawing links verbally across the curriculum
- Reciting and reading aloud
- Presenting in front of an audience
- Debating
- Group work and reporting back
- Using lollipop sticks for participation
- Talk partners

Planning

History is planned in units by class teachers and overseen by the subject leader. Planning takes the form of:

- **Knowledge organiser** – which outlines the knowledge and skills to be taught, the vocabulary, significant individuals, links forwards and backwards and ambitious outcomes.

- **Mid-term plan** – breaks down the number of lessons to be taught, the learning challenges, the lesson focus, key questions, key vocabulary, resources needed and a statement of what the children will have learnt by the end of the lesson.

- **Lesson slides** – the plan for the individual lesson with the learning challenge and relevant information. These will include vocabulary and key enquiry questions. Children should be encouraged to complete their learning journey after each lesson as a "plenary" exercise.

To assess learnt knowledge, all children complete a low stakes quiz, a month after the unit of history has finished. This is then stuck in at the back of their Topic book.

Culture Capital

Where possible, children will enhance their history learning with trips or workshops and visits from parents or knowledgeable individuals. It is expected that all classes go on 1 history trip per year.

Year Group	Trip
1	Ham House
2	Great Fire of London Workshop
3	Petrie Museum – Ancient Egyptians

	Chertsey Museum Stone Age Workshop
4	Chertsey Museum Ancient Greek Workshop
5	Hampton Court - Tudors Chertsey Museum - Tudors
6	Chertsey Museum

Cross curricular links

History is taught as a discrete subject, however, links across the curriculum should be made wherever possible. Opportunities for writing are documented in the yearly writing plan and teachers should think creatively about how vocabulary can be threaded through their teaching of history.

SMSC – History naturally relates to the teaching of spiritual, moral, social, and cultural development. Our mid-term plans encourage teachers to explore opportunities to ask higher level questions that encourage the children to think about their learning and what values and morals underlie them.

British Values – History also offers a unique opportunity to explore the very origins of British values, whilst also considering alternative value systems. Studying history allows children to understand and debate our values and learn about historical figures who fought for them.

Significant Individuals in History

It is important for children to investigate and celebrate the diversity of people who have shaped our history, those that have fought for our nation or for British values and how these significant individuals can make change happen. Many people have inspired us to follow our school motto and Dream Big.

Resources

A variety of history resources are available at Meadlands Primary and Nursery School. Amongst them are children's reference books, photographs, and internet access and research tools. Resources are shared by all staff. When needed, additional resources are purchased by the History Co-ordinator in accordance with the school ordering policy and procedure. All staff may request or suggest resources they feel would be useful for a history topic.

Artefacts – History lessons should incorporate the use of artefacts for a "History Mystery" used as a hook to explore a central question or to consolidate learning. Many artefacts are stored in the History boxes in the science cupboard but can also be hired from The Chertsey Museum for short periods (see Appendix B for contact details).

IMPACT

- Children will know more, remember more, and understand more about history.
- Children will gain a love of history and a respect for the past.
- Children will understand and use the key skills of chronological understanding, knowledge and understanding of events in the past, historical interpretation, historical enquiry and organisation and communication.
- As historians, children will make connections with their own lives and learn lessons from history to influence the decisions they make in their lives in the future.

Assessment

There is no statutory history end of key stage assessment at Key Stage 2, but there is a statutory regulation to report to parents at least once a year about their child's progress. Staff use their professional judgement in gathering of evidence of the child's work, through written and practical work carried out through the year. This, coupled with the aims from the National Curriculum help teachers to form final reports at the end of the academic year.

Formative assessment occurs each day, in situations arising from written work, oral discussions and group activities.

A summative low stakes quiz also supports teachers in assessing what knowledge has been retained. These are created by the teacher and link directly to the key knowledge listed on the Knowledge Organisers.

Equal Opportunity

At Meadlands, all pupils, irrespective of their faith background are encouraged to take a full and active part in all history lessons and activities. Furthermore, all teaching and non-teaching staff should ensure that all pupils, irrespective of gender, ability, ethnicity, and social circumstances, have access to, and make the greatest progress possible, in all areas of the curriculum. There are opportunities for all able pupils to develop and extend their understanding of the different topics and themes.

Special Educational Needs

Children with special educational needs are taught the full history curriculum which is tailored by their teacher to meet their needs. Some children may receive additional support to help them take a full and active role in history lessons. More able pupils will be given relevant opportunities and challenges in class to extend their understanding, and to take part in appropriate extra-curricular

activities. Furthermore, tasks and resources will be adapted if necessary, to help children succeed in reaching their potential.

Monitoring

History is monitored by the History subject leader and overseen by the school Curriculum Lead.

APPENDIX A

APPENDIX B

TIMELINE

Ancient Egypt civilisation



3100 BC

Roman Empire



753 BC

Ancient Greek civilisation



700 BC

Anglo-Saxons



410 AD

The Vikings



793 AD

The Tudors



1485 - 1603

The Great Fire of London



1666

World War 2



1939 - 1945

Stone Age



2300 BC

Bronze Age



700 BC

Iron Age



43 AD

Benin civilisation



900 AD

Queen Victoria



1837 - 1901

Useful websites:

The History Association	https://www.history.org.uk/
The Chertsey Museum	https://chertseymuseum.org/home
The Museum of London	https://www.museumoflondon.org.uk/museum-london
The British library	https://www.bl.uk/childrens-books
English Heritage	https://www.english-heritage.org.uk/
Ashmolean Museum	https://www.ashmolean.org/learning-resources
Layers of London	https://www.layersoflondon.org/
Key Stage History	https://www.keystagehistory.co.uk/

Artefacts:	https://www.tts-group.co.uk/primary/history/historical-artefacts/ http://www.starbeck.com/
	http://artefactstoorder.co.uk/
	https://junipereducation.org/education-resources-service/artefact-loan-boxes/

APPENDIX C

Back to basics:

what does a good history lesson look like?

Susie Townsend

The new emphasis from Ofsted on the importance of the foundation subjects has meant a very welcome renewed interest in history and how it is taught. For years the dominance of literacy and numeracy in the curriculum has meant that time for foundation subjects has at best been compressed, and at worst has disappeared from a regular weekly timetable. History has fared better than a number of these subjects to some extent, but often due to the fact that literacy can be taught through history. Cross-curricular approaches can be very exciting and beneficial but the learning objectives are often based on literacy rather than historical learning outcomes. History appears to be being taught but is, in reality, window dressing disguising the fact that the actual learning taking place revolves around progress in literacy.

What is history and why is it important?

Maybe this is a good point to consider what is history and why is it a vital part of a child's education?



With Key Stage 2 classes or with staff you can get them to consider three images – here I have used a diagram to show the Roman hypocaust system, a non-fiction children's book about dinosaurs and a newspaper front page about Covid-19. They can vote about whether they think are all history, one of them history, or two of them history. This creates interesting discussion. Does the fact that the diagram is a modern reconstruction mean it is not history? Is the Covid-19 outbreak too recent to be history? The answer of course is that dinosaurs are animals and so not history. In the end it should be established that history is about people in the past and that the past can be thousands of years ago or yesterday. The use of quotes about history can widen the debate to encourage people to consider the significance of history. The comments below by Winston Churchill and Michael Crichton are just two examples that can lead to reflection about the controversial nature of history and its importance.

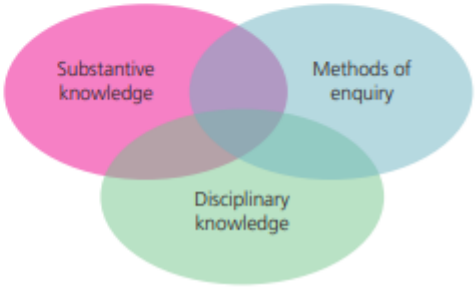
> History will be kind to me for I intend to write it.
>
> Winston Churchill

> If you don't know history then you don't know anything. You are a leaf that doesn't know it is part of a tree.
>
> Michael Crichton

So what makes a good history lesson?

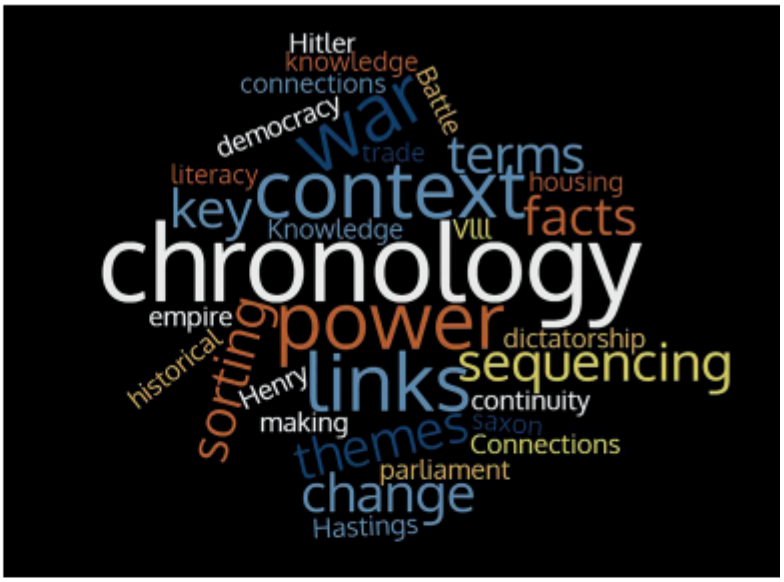
The diagram below is one way of demonstrating the ingredients of a good history lesson. Three elements are shown here: substantive knowledge, disciplinary knowledge and methods of enquiry. A good lesson is where all three of these elements combine.

The perfect history lesson



Substantive knowledge

This is factual content about people and events. You cannot teach history without historical facts. However, a fact in isolation means very little unless it is put in context. Thus, substantive knowledge is also about how facts are framed chronologically and how facts are linked together and connections made across and within time periods. Substantive knowledge is also about exploring key concepts such as power, empire, democracy and trade. Children will need to understand these concepts if they are to make sense of what they are learning.



Disciplinary knowledge

This is sometimes known as second-order concepts or procedural knowledge. This is how historians debate history. It is therefore a question of considering why something happens (causation) why it might be important (significance) and how it can be viewed in different ways (interpretation). It is also about understanding continuity and change and giving children a sense of period so that they can have some understanding of what life was like at a different period of time.

Methods of enquiry

This third circle is about how children will investigate history and communicate it. A good history lesson should be framed around a key question for the children to investigate and they should have opportunities to ask questions about sources that they use and draw conclusions from the evidence. They should be able to use a variety of ways of communicating their responses.

What next?

Once the key ingredients of the lesson are decided upon in this way, you can then consider exciting and engaging activities for the children to do which enable them to develop an understanding of each of the three elements. As always you need to consider how you are going to support and challenge each child. **Above all else, your pupils should come away from their history lesson curious, motivated and keen to know more**.

If the schemes of work are planned well and each lesson supports and extends the next then the children will be able to make progress in their understanding of history. The curriculum itself is therefore the model for progression.

As can be seen history is a subject for debate and controversy. A fact is not always a fact; it depends upon the sources selected to come to a conclusion and the way in which they are interpreted. A history lesson should not just be about the narrative, although subject knowledge is, of course, an essential ingredient. It is also about how you make sense of the knowledge and link the ideas together to draw conclusions, make judgements and interpret the past. You cannot make a Victoria Sandwich cake without sugar, eggs and self-raising flour but if you do not bind these ingredients together correctly the result will not always be edible or you will get a very different cake (as I always find to my cost!) Likewise with history – there is no history without historical fact but to make sense of these facts there needs to be understanding about the context, significance, causality and the way in which the topic being taught fits into the timeline of history. And it is possible to have very different views of history (or cakes!) depending upon the selection of the sources used to gain historical knowledge and the interpretation of the information.

References

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