



Whiteshill Primary School

History Policy

Our **vision** at Whiteshill is to ensure *all* of our pupils become passionate, successful, lifelong learners who are self-confident and ambitious and go on to create their own unique future and impact positively on the wider world.

Our school **values**, which underpin this vision, are ‘we are **curious**, we are **unique**, we are **together**, we are Whiteshill!’.

Our Intent:

In order to achieve our school vision, our history curriculum is designed so that you will see **all pupils:**

Being curious:

- They are part of the planning process and help shape the course of their learning
- They understand what they do and don't already know and recall previously learnt knowledge in order to make links and commit knowledge to their long-term memory
- They ask and answer their own perceptive questions and think critically
- They demonstrate a growth mind-set including taking risks and making mistakes
- They try new things which they have not experienced before
- They use a wide and effective vocabulary
- They explore a range of sources and evidence to make their own decisions about the past.
- They are inspired by and interested in finding out about the past and how it has impacted on their lives.
- They compare and contrast their own lives to the lives of others who have lived in the past.

Feeling unique:

- They make independent choices about their learning
- They work confidently on their own without support
- They are given equal opportunity to learn and work to their full potential
- They bring their own experiences and knowledge to the learning and know that these are valued
- They respond to effective individual feedback from the teacher which allows them to learn more effectively
- They take pride in their work and have high expectations for presentation

Working together:

- They build a class book together to add to throughout their time at Whiteshill.
- They are prepared for the future through the use of innovative technology and up to date resources and techniques

- They work as part of a team and know how to use effective social skills
- They articulate confidently what they have learnt
- They understand the role of historians in society
- They show empathy and respect for all

Intent

The intent of our history curriculum is to ensure that **all pupils** who leave Whiteshill Primary School at the end of year 6 will have learnt the following key knowledge:

- **The meaning of common words and phrases relating to the passing and measurement of time.**
- **The meaning of a wide vocabulary of everyday historical terms.**
- **Identifying how events relate to each other chronologically on a timeline.**
- **Where the events they study lie on a British and World History timeline.**
- **That there are connections and trends within and between the periods of history they study.**
- **That there are similarities and differences within and between the periods of history they study.**
- **Establish clear narratives within and across the periods of history they study.**
- **How to ask and answer historically valid questions to understand change, cause, contrasts and significance.**
- **How to thoughtfully select and organise information from a range of sources to construct informed responses about their knowledge of the past.**
- **Understand that different versions of the past exist and give reasons for this.**

It is this key knowledge which the children will learn in the long-term, that allows them to build on their historical learning each year and become successful historians by the time they leave Whiteshill at year 6.

To achieve this, history will be taught through a range of in-depth studies of periods of time according to the two-year rolling programme set out below. Key Stage 1 history will be taught by looking at themes across British and World History. This will allow the children to touch on periods of history which they will then return to in Key Stage 2, allowing them to recall and build on their knowledge.

Each year, all pupils at Whiteshill experience two half terms of 'We are Historians' where the main focus is history knowledge. This decision to spend two half terms each year becoming historians ensures that teacher subject knowledge is developed and becomes a strength. Training for that term is focussed on history teaching and learning. It allows teachers to plan together, giving them chance to learn from each other and share expertise. It also means that the whole school is working on becoming historians at the same time, meaning that we can involve the whole school community, benefitting from family and friends of all pupils who have appropriate knowledge and useful expertise to enhance our curriculum.

At the end of each of these terms, the children will add their knowledge to a year group timeline book, to represent their shared knowledge and understanding. This will travel with them through the school, allowing them to see where their new knowledge fits in the wider picture of British and World history. They will also have chance to reflect back on previous learning, making links and deepening their understanding of chronology.

Assessment

Historical knowledge expectations for the end of Key Stage 1, Lower Key Stage 2 and Upper Key Stage 2 are set out below. Those on my-plan+ or EHCP who are working below the level of their year group will be formatively assessed by teachers on the relevant year group knowledge. Where gaps in previous key knowledge are identified, feedback will be given by teachers and children will have opportunity to close these gaps before moving on. Feedback given will be verbal during the lesson to impact on children's learning in line with school policy. This will be recorded in the books to demonstrate impact.

Children's history books will show evidence of them achieving the appropriate age group knowledge and meeting the objectives as set out below by the end of their time in each class. Over the two years, all of these objectives will be evidenced on at least one occasion, with many being returned to during different enquiries. The key knowledge (**highlighted in colour**) for each class will be assessed through book scrutiny and pupil conference – it is the learning of this key knowledge that will lead to our curriculum intent being met. This will be assessed at the start and end of each 'We are Historians' term to ensure that pupils' knowledge has progressed over time and has entered the long term memory. There will also be vocabulary assessment in books to show the progress made in their knowledge of historical terms and vocabulary relating to the passing of time. In Key Stage 1, this vocabulary assessment will be done through pupil conference with a representative sample of children.

Elm Class

The children in year 1 and 2 will learn about history twice every year for 6 weeks at a time when they will be fully immersed in a ‘We are Historians’ enquiry. The enquiries will be themed as follows, on a two-year rolling programme, to ensure coverage of the national curriculum:

	Enquiry 1	Enquiry 2
YEAR A	Homes and Houses	Transport
YEAR B	Childhood and Toys	Kings and Queens (inc. Queen Victoria)

During each of these enquiries, they will find out about:

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

The key knowledge (**highlighted in colour**) will be taught during each enquiry and used for assessment (see above).

By the end of year 2, all pupils at Whiteshill school will demonstrate they are building a coherent, chronological, conceptual and contextual knowledge and understanding of Britain's past by independently:

- Explaining how my local area was different in the past.
- Recounting some interesting facts from historical British events.
- Naming some famous events and people from British History.
- Explaining why someone from British history acted in the way they did and what happened as a result.
- Explaining why something in British history happened.
- **Saying how life was the same and different in Britain at different times in history, including now.**
- **Explaining how something that happened in Britain in the past has changed their life now.**
- Explaining why we celebrate certain events because of what happened in Britain many years ago.
- Explaining that Britain has had a king or queen for many years.
- Recounting the life of someone famous from Britain who lived in the past, including mentioning what they did earlier and what they did later.
- **Using appropriate key vocabulary (see Key Stage 1 list) when talking about their enquiry.**

By the end of year 2, all pupils at Whiteshill school will demonstrate they are building a coherent, chronological, conceptual and contextual knowledge of significant aspects of the history of the wider world by independently:

- Explaining how a place was different in the past.
- Recounting some interesting facts from historical world-wide events.
- Naming some famous events and people from world history.
- Explaining why someone in the past acted in the way they did and what happened as a result.
- Explaining why something in the past happened.
- **Saying how life was the same and different at different times in history, including now.**
- **Explaining how something that happened in the past has changed their life now.**
- Explaining why we celebrate certain events because of what happened many years ago.
- Recounting the life of someone famous from the wider world who lived in the past, including mentioning what they did earlier and what they did later.
- **Using appropriate key vocabulary (see Key Stage 1 list) when talking about their enquiry.**

By the end of year 2, all pupils at Whiteshill school will demonstrate their chronological understanding by independently:

- **Using words and phrases like: before I was born, when I was younger, years, days, decades and centuries.**
- **Using words and phrases like: 'before', 'after', 'past', 'present', 'then' and 'now' correctly in their historical learning.**
- Using words and phrases like: 'local' 'national' and 'international' when describing historical events or people.
- Using words and phrases like: 'continued' 'change' 'caused' 'because' 'similar' 'same' 'different' 'connected' 'important' when talking about historical events and people.
- **Sequencing a set of events in chronological order and giving reasons for their order.**
- **Talking about where the people/events studied fit in their class timeline.**

By the end of year 2, all pupils at Whiteshill school will demonstrate their historical enquiry skills by independently:

- Answering and asking questions about artefacts
- **Answering and asking questions about a historical photograph, picture, video, book or webpage.**
- Researching a famous person or event from the past using a range of sources.
- Learning something about the past by talking to an older person.
- Retelling a story based in the past.
- Explaining what they know about the past from a story that has been read to them.
- **Explaining what they know about the past after looking at a historical source e.g. photo, video, picture, book or webpage.**
- **Listing some ways in which we can find out about the past**
- Choosing which part of a story or source tells them about the past.

During year 1, the children will be expected to achieve the above objectives with support and modelling from an adult, either individually or as part of a group.

DRAFT

Maple Class

In Lower Key Stage 2, the children will learn about history twice every year for 6 weeks at a time when they will be fully immersed in a ‘We are Historians’ enquiry. The enquiries will be themed as follows, on a two-year rolling programme, to ensure coverage of the national curriculum:

	Enquiry 1	Enquiry 2
--	-----------	-----------

YEAR A	Britain's settlement by Anglo Saxons and Scots and the Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor.	Changes in Britain from the Stone Age to the Iron Age
YEAR B	The Roman Empire and its Impact on Britain	A local history study - tracing over time how several aspects of national history are reflected in the local area.

The key knowledge (**highlighted in colour**) will be taught during each enquiry and used for assessment (see above).

By the end of year 4, all pupils at Whiteshill school will demonstrate they are building a coherent, chronological knowledge and understanding of Britain's past by independently:

- **Using mathematical knowledge to calculate and comprehend the different time periods that exist between the periods of British history studied.**
- **Beginning to build up a picture of what events happened in Britain during different centuries.**
- **Understand why Britain was an important place to invade and conquer.**
- Linking the Roman withdrawal from Britain and the fall of the western Roman Empire with the Anglo-Saxon and Viking Invasions.
- Describing how the different areas of Britain were ruled by different groups over the Anglo-Saxon and Viking periods.
- Identifying where the Anglo-Saxons and Vikings invaded, settled and created kingdoms.
- Identifying place names that were influenced by Anglo-Saxon and Viking language.
- Identifying the beliefs of the Anglo-Saxons and how these changed over time and what influences led to this change.
- Describing how Alfred the Great and King Athelstan ended up ruling the whole of England in peace.
- Linking the death of Edward the Confessor and his lack of an heir to the Norman invasion.
- Recognising that invaders in the past would have fought fiercely, using hand to hand combat and comparing the different styles of fighting and types of weapon.
- Describing how Britain changed and how it stayed the same in the period between the Stone Age and the Iron Age.
- Identifying where, when, why and how the Romans invaded Britain.
- Describing the 'Romanisation' of Britain and how this has impacted on our lives today e.g. technology, culture and religion.
- Describing how the British resisted the Roman invasion e.g. Boudica.
- Tracing over time how several aspects of national history are reflected in the local area.
- **Using appropriate key vocabulary (see Lower Key Stage 2 assessment list) when talking about their enquiry.**

By the end of year 4, all pupils at Whiteshill school will demonstrate they know and understand significant aspects of the history of the wider world by:

- Understanding the Roman Empire in its entirety outside of Britain and the power of its army.
- Linking the Roman withdrawal from Britain to the problems in the larger Roman empire at the time.
- Understanding where invaders of Britain studied came from and why they chose to invade.
- Identifying how people and events in the local area have impacted on the history and lives of people in the wider world.
- **Using appropriate key vocabulary (see Lower Key Stage 2 assessment list) when talking about their enquiry.**

By the end of year 4, all pupils at Whiteshill school will demonstrate their chronological understanding by:

- **Describing events and historical periods using words like: 'BC/AD' 'decade' 'century' 'ancient' 'modern'**
- Describing events and historical periods using the dates when they happened.
- **Setting out the chronological order of events within a historical period and linking these events e.g. through cause and effect**
- **Using mathematical knowledge to calculate how long ago historical events happened as well as the time between events.**
- Using mathematical knowledge to round up time differences into centuries and decades.
- **Placing historical periods and events studied on the class timeline.**

By the end of year 4, all pupils at Whiteshill school will demonstrate their historical enquiry skills by:

- **Asking and answering historically relevant questions using appropriate vocabulary (see Lower Key Stage 2 list).**
- Understanding why there was a period known as the 'Dark Ages' in British History due to a lack of written documentation.
- Understanding how items found belonging to the past help to build up an accurate picture of how people lived in the past.
- **Using various sources of evidence to answer questions and carry out research for their writing about historical events and people.**
- Recording and retrieving information from non-fiction books structured in different ways.
- Using dictionaries to check the meaning of words they have read.
- Recognising the part that archaeologists have had in helping us understand more about what happened in the past.
- **Researching two versions of an event and explaining how they differ.**
- Using photographs and illustrations to present their findings.

- Communicating knowledge and understanding orally and in writing and offering points of view based upon what they have found out.

During year 3, the children will be expected to achieve the above objectives with support and modelling from an adult, either individually or as part of a group.

DRAFT

Oak Class

In Upper Key Stage 2, the children will learn about history twice every year for 6 weeks at a time when they will be fully immersed in a 'We are Historians' enquiry. The enquiries will be themed as follows, on a two-year rolling programme, to ensure coverage of the national curriculum:

	Enquiry 1	Enquiry 1
YEAR A	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 – Mayan civilization c. AD 900
YEAR B	The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and an in-depth study of The Shang Dynasty of Ancient China	Changes in law and order from the Anglo-Saxons to the present e.g. monarchy, parliament, policing

The key knowledge (**highlighted in colour**) will be taught during each enquiry and used for assessment (see above).

By the end of year 6, all pupils at Whiteshill school will demonstrate they are building a coherent, chronological knowledge and understanding of Britain's past by:

- Identifying what was happening in British history during the periods they study.
- Contrasting Mayan Civilization to the same period in British history.
- Describing changes in law and order in Britain from the Anglo-Saxons to the present.
- Describing how the British parliament was formed and how it has developed over time.
- Describing how the monarchy in Britain has changed over time from the Anglo-Saxons to the present.
- Identifying the earliest civilizations in British history.
- Identifying the impact Ancient Greek civilization has had on British life.

- Identifying the impact early civilizations have had on British life.
- **Using appropriate key vocabulary (see Upper Key Stage 2 assessment list) when talking about their enquiry.**

By the end of year 6, all pupils at Whiteshill school will demonstrate they know and understand significant aspects of the history of the wider world by:

- Describing Ancient Greek life including changes over the period, contrasts and connections between Ancient Greek and other time periods including now, significant events and people, cause and consequence of different events and trends.
- Describing Ancient Greek cultural achievements and their impact on life in the wider world today.
- Describing Ancient Greek society including economic, political, military, social and religious history and its impact on life in the wider world today.
- Describing the Mayan civilization including changes over the period, contrasts and connections between Ancient Maya and other time periods including now, significant events and people, cause and consequence of different events and trends.
- Describing Mayan cultural achievements and their impact on life in the wider world today.
- Describing Mayan society including economic, political, military, social and religious history and its impact on life in the wider world today.
- Identifying the achievements of the earliest civilizations.
- Appreciating that some ancient civilizations showed greater advancements than people who lived centuries after them elsewhere in the world.
- Describing life in the Shang Dynasty including changes over the period, contrasts and connections between Ancient Maya and other time periods including now, significant events and people, cause and consequence of different events and trends.
- Describing the Shang Dynasty's cultural achievements and their impact on life in the wider world today.
- Describing Shang Dynasty society including economic, political, military, social and religious history and its impact on life in the wider world today.
- **Using appropriate key vocabulary (see Upper Key Stage 2 list) when talking about their enquiry.**

By the end of year 6, all pupils at Whiteshill school will demonstrate their chronological understanding by:

- **Placing historical periods and events studied on the class timeline.**
- **Using dates and appropriate historical and time related vocabulary in their writing.**
- Identifying on a timeline how the earliest civilizations relate to each other.
- Identifying on a timeline how law and order has changed and continued over time from Anglo-Saxons to the present.
- **Creating a timeline of events within a period studied, commenting on how things changed and stayed the same during this period.**

- **Making comparisons within a time period; identifying similarities and differences.**
- **Make links between cause and consequence in a sequence of events over an historical period studied.**
- Picking out the most significant events from the timeline of a historical period studied and explain why they have chosen them.
- **Making connections between different events in history.**
- Carrying out written analysis of trends over time.
- **Talking about history in terms of centuries and decades including basic knowledge of which centuries they have studied during their time at Whiteshill.**
- Appreciating that some ancient civilizations showed greater advancements than people who lived centuries after them elsewhere in the world.

By the end of year 6, all pupils at Whiteshill school will demonstrate their historical enquiry skills by:

- **Asking and answering historically relevant questions to understand change, cause, contrasts and significance, using appropriate vocabulary (see Upper Key Stage 2 list).**
- **Creating their own structured accounts of events in history.**
- Writing coherent narratives of historical events and significant people's lives.
- Understanding how rigorous evidence has to be used in order for someone to make a historical claim.
- **Understanding how and why contrasting arguments and interpretations of the past have been constructed, including propaganda and bias.**
- **Selecting their sources carefully and understanding why some sources are more reliable than others.**
- **Understanding that sources will differ in their interpretation of the past.**
- Understanding that fictional sources can be useful in bringing history alive but that their interpretations are not always reliable
- Giving their own point of view on information from historical sources.
- **Debating and discussing their understanding of what they have understood from a range of sources giving reasoned justification for their views.**
- Distinguishing between statements of fact and opinion.
- Retrieving, recording and presenting information from non-fiction texts which are structured in different ways.
- Summarising the main ideas drawn from more than one paragraph of an information text, identifying key details that support the main ideas.

During year 5, the children will be expected to achieve the above objectives with support and modelling from an adult, either individually or as part of a group.