



Carr Head Primary School

HISTORY POLICY

Prepare the children of today to flourish in the world of tomorrow through nurturing mind, body and soul

At Carr Head Primary School, we strive for excellence in history achievement throughout the school. The history curriculum at Carr Head is based upon the 2021 EYFS Framework and the 2014 Primary National Curriculum in England, which provides a broad framework and outlines the knowledge and skills and taught in each Key Stage.

<https://www.gov.uk/government/publications/national-curriculum-in-england-history-programmes-of-study>

Purpose of studying History:

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.

Aims:

Our history teaching aims to ensure that all pupils:

- will learn about and understand the history of the British Isles
- know and understand significant aspects of the history of the wider world including the nature of ancient civilisations
- gain and use a wide range of historical terms and vocabulary
- 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 and ask historically valid questions and create their own structured accounts, including written narratives
- understand the methods of historical enquiry, including how evidence is used to make historical claims
- gain historical perspective by making connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales

Attainment targets / Assessment

The National Curriculum states that:

‘By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant (History) programme of study.’

Children’s attainment is assessed and recorded at the end of each year and is based on the end of year expectations identified on the Carr Head History Progression Map.

Subject content

EYFS

Children at the expected level of development will: -

- 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

- 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
- 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.
- significant historical events, people and places in their own locality

Pupils should be taught about:	In which year at our school
1. Family Album (Memory Box - changes within living memory)	Year 1
2. Fire, Fire! (The Great Fire of London - events beyond living memory that are significant nationally or globally)	Year 1
3. The Great Outdoors (David Attenborough - the lives of significant individuals)	Year 1
4. The Place where I live (Changes within living memory)	Year 2
5. Explorers (Neil Armstrong et al - lives of significant individuals and the History of Space Travel)	Year 2
6. Buckets and Spades (Blackpool - significant historical places in their own locality)	Year 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;
- regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance;
- construct informed responses that involve thoughtful selection and organisation of relevant historical information;
- 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, 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.

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
2 The Roman Empire and its impact on Britain	Year 3
3 Britain's settlement by Anglo-Saxons and Scots	Year 4
4 The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	Year 4
5 A local history study	Year 5
6 A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	Year 3 Crime and punishment (y4 2021-22) changing to Lancashire Cotton Industry and its links to the transatlantic slave trade 2022-23 Year 5 British Railways
7 A study of 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.	Year 4 Overview plus Ancient Egypt.
8 Ancient Greece – a study of Greek life and achievements and their influence on the western world.	Year 5
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 6 Baghdad

Teaching and Learning

History topics are taught as half-term units within a cross-curricular theme. Lessons take place on a weekly basis from Y1 to Y6 and supported and enhanced through other curriculum areas. Learning takes place in mixed ability groups within classes and differentiation takes place where appropriate. Support will also include partner/ group work. Teachers deliver the curriculum and achieve set learning objectives. Key features of outstanding teaching and learning of history include:

- Lessons have clear learning intentions and success criteria.
- Appropriate pace of learning is in place and high expectations maintained.
- Account is taken of pupils' prior learning.
- High standards of presentation are expected.
- Good use is made of a wide range of resources.

- Pupils are praised effectively to encourage and motivate them and are well supported according to their needs.
- ICT is used to enhance learning and teaching experiences e.g. use of iPads.
- Pupils are encouraged to share responsibility for their own learning.
- Pupils are encouraged to question the world around them.
- Pupils are aware of their strengths and points for development through verbal feedback (please also see Carr Head's Marking Policy).