

***Durweston CE VA Primary School***

# *History Policy*

Feed the mind, nurture the spirit, free the imagination!

Governors are mindful of their duties under the Equality Act 2010 and have screened this document to ensure compliance with the law

**Intent**

Our aim at Durweston is to cover the National Curriculum for History but also to ensure that our children have:

• A passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways.

• An excellent knowledge and understanding of people, events, and contexts from a range of historical periods and of historical concepts and processes.

• The ability to think critically about history and communicate ideas very confidently in styles appropriate to a range of audiences.

• The ability to consistently support, evaluate and challenge their own and others’ views using detailed, appropriate and accurate historical evidence derived from a range of sources.

• The ability to think, reflect, debate, discuss and evaluate the past, formulating and refining questions and lines of enquiry.

• A respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgments.

## Equality, Diversity and Inclusion

Our curriculum planning ensures regular, progressive access to History for all children irrespective of gender, race, creed or disability.

We recognise the fact that we have children of differing ability in all our classes, and we provide suitable learning opportunities for all by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

* setting tasks that are open-ended and can have a variety of responses;
* setting tasks of increasing difficulty, where not all children complete all tasks;
* providing a range of challenges with different resources;
* having more adults support the work of individual children or small groups

A group of people standing in a field

Description automatically generated with low confidence

*Re-enacting the Battle of Hastings*

**Implementation**

Our planning is based on Connected History, an enquiry-based scheme of work written by expert primary historian David Weatherly. It is organised into a 2-year rolling that ensures coverage of the National Curriculum over our mixed-age classes.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Starfish | Dolphins | Seahorses | Sharks | Porpoises |
| Year A | What was life like when I was very young? How have I changed since I was a baby? | What does it take to become a great explorer?  Who is the greatest **history maker**? | How did the lives of Britons change during the **Stone Age**? What is the secret of the Standing Stones? | What did the **Vikings** want in Britain and how did Alfred stop them getting it? | How did a pile of dragon bones help to solve an **Ancient Chinese** mystery?  The Story of the **Trojan Horse**: historical fact or classical myth? |
| Year B | What was life like when I was very young? How have I changed since I was a baby? | **Local history**  Mary Anning  The Tolpuddle Martyrs  Durweston and WW1  The Great Fire of London and the Great Fire of Blandford | How do artefacts help us understand the lives of people in **Iron Age** Briton? How did the arrival of the **Romans** change Britain? | Who were the **Anglo Saxons** and how do we know what was important to them? | **Local history**  Revisit year 1 topics  Why was winning the **Battle of Britain** in 1940 so important? |

A copy of this plan (Appendix 1) is stuck into each child’s History book and units are coloured in as they are completed. This allows teachers to quickly see what the children in their class have covered and what they might have missed. History books are passed up each year to the next teacher.

**EYFS**

We teach History in Handy Paws and Starfish as an integral part of the topic work covered during the year. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the historical aspects of the children’s work to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five. These topics link with the KS1 and 2 planning. History makes a significant contribution to the objectives in the Early Learning Goals of developing a child’s knowledge and understanding of the world. The objectives covered in our nursery and Reception class can be found on the Durweston School: Progression of Skills, Knowledge and Vocabulary (History) Document (see Appendix 2).

**Progression, Key Knowledge and Vocabulary**

The knowledge and vocabulary that is taught across our curriculum can be found on the Durweston School: Progression of Skills, Knowledge and Vocabulary (History) document (Appendix 2). As a unit progresses, teachers co-construct a class **knowledge map** with the children, and this is displayed in each classroom alongside any key vocabulary for the unit. The complete list of vocabulary for each unit is found in the planning.

**Impact**

Ongoing assessment of the children’s retention of key knowledge is integral to teaching and learning in History. Teachers plan opportunities to revisit and revise the key knowledge covered across a unit of work and from units taught in previous years. Key knowledge is displayed on the class knowledge map and used as a tool to aid recall across a unit and beyond. At the end of the unit, older children are asked to reproduce this knowledge map, in order to assess the knowledge they have retained. Younger children will do this orally or as shared or group writing. A copy of the class knowledge map is stuck into the child’s book at the end of each topic. This, plus observations made during the year, inform future planning and enable the teacher to make an annual assessment of progress as part of each child's annual report to parents.. Each term, teachers input History assessment data onto Insight. These are used by the subject leader to highlight and monitor focus children.

**Retention of Knowledge: non-negotiables**

* Timeline. At the beginning of a new topic, historical facts learnt in previous years are plotted and new ones and added as they are taught. This remains on display throughout the year and referred to whenever possible.
* Enquiry questions are displayed on working wall. Working wall/knowledge map constructed during the topic and a copy stuck into each child’s book at the end of the topic.
* Display of non-fiction texts linked to topic readily available in classroom
* Non-fiction at the beginning of each lesson
* Dedicated History books passed up with the children

Please remember that every History session should start with or include some reading of a non-fiction historical text.

**Homework**

Each class teacher produces a sheet of activities linked to the topic for the children to complete at home. At the end of term, these are shared in Open Afternoon or morning.

## Resources

The Connect History Schemes of Work and resources are available here:

<https://mail.google.com/mail/u/0/?tab=rm&ogbl#search/CS/FMfcgxwBWKQwkmwNpdXMbJtNdldCchpk>

Rising Stars resources are available here: [**https://my.risingstars-uk.com/Default.aspx?cid=197799&ut=5f7t8**](https://my.risingstars-uk.com/Default.aspx?cid=197799&ut=5f7t8)

There are a range of books and resources in the Reef.

We also buy into Somerset Library Service. Each term, each class may order 30 books.

Work in History is recorded in A4+ books that do not have lines. Written work must be done on lined paper and stuck in.

## Monitoring and review

## The co-ordination of the History curriculum is the responsibility of the History subject leader. Each term, the subject leader will monitor planning to make sure it follows the long-term plan and support colleagues in their teaching. They will support class teachers in the gathering of samples of work. At the end of the year, they will scrutinize the work sampled and write an action plan based on their findings.

NB March 2021

Appendix 1

Name History Coverage Record Sheet

Please colour the topics as you complete them.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Starfish | Dolphins | Seahorses | Sharks | Porpoises |
| Year A | What was life like when I was very young? How have I changed since I was a baby? | What does it take to become a great explorer?  Who is the greatest **history maker**? | How did the lives of Britons change during the **Stone Age**? What is the secret of the Standing Stones? | What did the **Vikings** want in Britain and how did Alfred stop them getting it? | How did a pile of dragon bones help to solve an **Ancient Chinese** mystery?  The Story of the **Trojan Horse**: historical fact or classical myth? |
| Year B | What was life like when I was very young? How have I changed since I was a baby? | **Local history**  Mary Anning  The Tolpuddle Martyrs  Durweston and WW1  The Great Fire of London and the Great Fire of Blandford | How do artefacts help us understand the lives of people in **Iron Age** Briton? How did the arrival of the **Romans** change Britain? | Who were the **Anglo Saxons** and how do we know what was important to them? | **Local history**  Revisit year 1 topics  Why was winning the **Battle of Britain** in 1940 so important? |

Appendix 2

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Durweston School: Progression of Skills, Knowledge and Vocabulary (**History**) | | | | | | | | | |
| **Knowledge** | **Starfish** | **Year 1** | **Year 2** | | **Year 3** | **Year 4** | **Year 5** | | **Year 6** |
| **Chronological understanding** | Order images into a plausible chronological order | Sequence some events or 2 related objects in order  Use words and phrases: old, new, young, days, months  Remember parts of stories and memories about the past | Recount changes in own life over time  Put 3 people, events or objects in order using a given scale.  Use words and phrases such as recently, before, after, now, later.  Use past and present when telling others about an event. | | Use timelines to place events in order.  Understand timeline can be divided into BC and AD.  Uses words and phrases: century, decade. | Use words and phrases: century, decade, BC, AD, after, before, during.  Name and place dates of significant events from past on a timeline. | Sequence historical periods.  Describe events using words and phrases such as: century, decade, BC, AD, after, before, during, Roman, Anglo-Saxon, era, period. | | Sequence historical periods.  Describe events using words and phrases such as: century, decade, BC, AD, after, before, during, Roman, Anglo-Saxon, era, period |
| **Knowledge and understanding of past events, people and changes in the past**  ***Why are some things more important than others?***  ***Cause and effect*** | 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 | Tell the difference between past and present in own and other people’s lives | Use information to describe differences between then and now.  Recount main events from a significant event in history.  Use evidence to explain reasons why people in past acted as they did. | | Use evidence to find out about change during a time period.  Describes similarities and differences between people, events and objects. | Show knowledge and understanding by describing features of past societies and periods.  Give reasons why changes in houses, culture, leisure, clothes, buildings and their uses, things of importance to people, ways of life, beliefs and attitudes may have occurred during a time period.  Describe how some of the past events/people affect life today. | Identify some social, cultural, religious and ethnic diversities of societies studied in Britain and wider world.  Give some causes and consequences of the main events, situations and changes in the periods studied.  Can discuss the impact and causes of historical change in Britain. | | Can discuss the impact and causes of historical change in Britain, identifying and contrasting changes and trends between different periods.  Give own reasons why changes may have occurred, backed up with evidence.  Describe similarities and differences between some people, events and objects studied.  Describe how some changes affect life today. |
|  | **Starfish** | **Year 1** | **Year 2** | | **Year 3** | **Year 4** | **Year 5** | | **Year 6** |
| **Historical interpretation**  ***Fact, opinion, judgement*** | Understand the past through settings, characters and events encountered in books read in class and storytelling. | Begin to identify and recount some details from the past from sources (eg. pictures, stories) | Look at books and pictures (and eye-witness accounts, photos, artefacts, buildings and visits, internet).  Understand why some people in the past did things. | | Look at 2 versions of same event and identifies differences in the accounts. | Give reasons why there may be different accounts of history. | Look at different versions of the same event and identifies differences in the accounts.  Give clear reasons why there may be different accounts of history. | | Understand that the past has been represented in different ways.  Suggest accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways.  Know and understands that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history |
|  | **Starfish** | **Year 1** | **Year 2** | | **Year 3** | **Year 4** | **Year 5** | | **Year 6** |
| **Historical enquiry**  ***What can sources tell us? What can’t they tell us? How reliable are they?*** | Ask and answer simple questions about past events | Find answers to simple questions about the past from sources of information (eg. pictures, stories) | Look carefully at pictures or objects to find information about the past.  Ask and answer questions such as: ’what was it like for a ….?’, ‘what happened in the past?’, ‘how long ago did …. happen?’ | | Use printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.  Ask questions such as ‘how did people ….? What did people do for ….?’  Suggest sources of evidence to use to help answer questions. | Understand the difference between primary and secondary sources of evidence.  Use documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.  Ask questions such as ‘what was it like for a …… during ……?’ | Use documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.  Ask a range of questions about the past.  Choose reliable sources of evidence to answer questions.  Realise that there is often not a single answer to historical questions | | Identify and uses different sources of information and artefacts.  Evaluate the usefulness and accurateness of different sources of evidence.  Select the most appropriate source of evidence for particular tasks.  Form own opinions about historical events from a range of sources. |
|  | **Starfish** | **Year 1** | **Year 2** | | **Year 3** | **Year 4** | **Year 5** | | **Year 6** |
| **Organisation and communication** | Make simple statements about life in the past. Record in different ways | Show knowledge and understanding about the past in different ways (eg. role play, drawing, writing, talking). | Describe objects, people and events.  Writes simple stories and recounts about the past. | | Presents findings about past using speaking, writing, ICT and drawing skills  Use dates and terms with increasing accuracy | Present findings about past using speaking, writing, maths (data handling), ICT, drama and drawing skills  Use dates and terms correctly.  Discuss most appropriate way to present information, realising that it is for an audience.  Use subject specific words such as monarch, settlement, invader | Present structured and organised findings about the past using speaking, writing, maths, ICT, drama and drawing skills.  Use dates and terms accurately.  Choose most appropriate way to present information to an audience. | | Present information in an organised and clearly structured way.  Make use of different ways of presenting information.  Present information in the most appropriate way (eg written explanation/tables and charts/labelled diagram).  Make accurate use of specific dates and terms. |
|  | **Starfish** | **Dolphins** | | **Seahorses** | | **Sharks** | | **Porpoises** | |
| **Contexts** | What was life like when we were very young?  How have I changed since I was a baby? | Who is the greatest history maker? Guy Fawkes, Mary Anning. Also Mary Seacole, Marie Curie, Rosa Parks, Elisabeth 1.  What does it take to be a great explorer? Ranulph Fiennes, Amy Johnson, Christopher Columbus, Neil Armstrong  Why is the history of my local area important? (person, building, event) Choose from Mary Anning, Tolpuddle Martyrs, Durweston and Gallipoli The Great Fire of Blandford/The Great Fire of London Salisbury Cathedral Blandford Church | | How did the lives of Britons change during the Stone Age? How do artefacts help us to understand the lives of people in Iron Age Britain?  Local History – Stonehenge  What is the secret of the Standing Stones ?  How did the arrival of the Romans change Britain?  Local History – Maiden Castle, Hod Hill | | What did the Vikings want in Britain and how did Alfred stop them getting it?  Local history – Wessex, Wareham  Who were the Anglo Saxons and how do we know what was important to them?  Local history - Wareham | | The Story of the Trojan Horse – historical fact or classical myth?  Local History – revisit topics from year 1  How did a pile of dragon bones help to solve an Ancient Chinese mystery?  Why was winning the Battle of Britain in 1940 so important?  Local history - What was the impact of WW2 on our local area? | |
| **Skills** | Describe, explain, compare | **And** identify, describe, explain, compare, contrast, reflect, significance, suggest a reasons | | **And** synthesize a variety of reasons, empathise, justify, interpret, distinguish | | **And** evaluate, make a judgement, justify a decision | | **And** critique, reach a conclusion, review, explain the significance, make a reasoned judgement | |