



The most important thing about **History** is understanding the past

We examine, interpret and evaluate

We pose questions

We analyse how and why the world has changed

And we are inspired and learn from those who lived before us

But most important thing about **History** is understanding the past



**Our Christian vision:  
'The journey to life in all its fullness'**

This policy will be reviewed every two years by the History subject leader and shared with all stakeholders.

Date: February 2021

To be reviewed:

February 2023

### **Our vision for History at Ashton Keynes Primary School:**

At AKPS we believe that History fires pupils' curiosity about the past in Britain and the wider world. We aim to bring history to life and to instil a desire to understand the past. Children will understand historical events in chronological order. Chronological understanding enables children to be able to place events and people both within and across historical periods. We view History as a great deal more than learning facts. We see it as an opportunity to pose questions; analyse how and why the world has changed; to become open minded "historical experts" and "detectives"; and explore the past and be inspired from those who lived before us.

Termly and half termly topics give scope for cross curricular work. Through History, children learn to make comparisons and links between the past and modern times and discover how and why things have changed. They learn about people and events in the past, in Britain and the wider world, and realise that these have influenced our lives today. Where appropriate, links to Global Advocacy are made: empowering children to become active global citizens. These links can be seen in our History Progression Skills document.

### **Our impact:**

We have a range of ways to find out what the children know. At the beginning of each topic taught, children complete a Cold Task where they are asked to answer a 'Big Question' on the topic to identify and address any misconceptions. From this Cold Task, we tailor our teaching based on what the children already know and still need to discover. We also choose 'Experts' (KS2) and 'Detectives' (KS1) based on their responses to the Big Question and these children are given the opportunity to research their area and present to the class as a lesson starter.

Following this, all children then create a Glossary of key vocabulary which forms a non-negotiable spelling list they are able to refer back to throughout the topic. Each child is also given a Knowledge Mat, which has key facts, dates and figures for the children to use throughout the series of lessons to support their learning.

At the end of a topic the children then answer the same 'Big Question' as a HOT task to enable both the teacher and the child to see the progress made. We observe children during independent activities to see their understanding of what has been taught and ask question to further deepen their understanding and thinking skills. Relevant, purposeful discussion and questioning as a whole class, or in groups or pairs, is wholeheartedly encouraged.

Monitoring in History includes regular book looks, lesson observations and/or learning walks, providing opportunities for pupil voice and analysing data. We do this in order to ensure correct curriculum coverage, share good practise, encourage a high quality of teaching and learning as well as ascertaining children's attitudes to learning. This information is then used to inform further curriculum developments and provision is adapted accordingly.

### **Our implementation:**

The starting point of any study should usually be within the children's own experience.

The course of study for History will develop the following key elements, ensuring that all children:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- 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, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed History – key stages 1 and 2
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales

### **History National Curriculum**

Children in key stage 1 should be taught:

- 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.

Children in key stage 2 should be taught

- 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.

### **Historical Skills Progression**

#### **Progress in history can be characterised by:**

- asking and answering more complex questions;
- making links and connections between different areas of learning;
- recognising patterns and categorising;
- understanding more abstract concepts;
- providing more reasoned explanations;
- understanding what is more or less important;
- appreciating the relevance of learning;
- using a greater depth and range of historical knowledge to back up judgements;
- becoming an independent learner.

### **Assessment**

#### **Evidence of pupils' attainment will come from:**

- Cold and Hot assessments
- Observation of children at work, individually or in groups.
- Questioning and listening to pupils.
- Assessing written work.

#### **Differentiation for pupils will be planned in terms of:**

- Star Challenge
- learning objectives
- tasks set
- teaching methods used
- resources