

History Policy

Introduction

History is a foundation subject in the National Curriculum. This policy outlines the intent of history at Ellingham and implementation is the responsibility of all teaching staff, overseen by the co-ordinator.

Intent

Ellingham's historical curriculum intends to deliver learning opportunities which enable all learners to see their connection to the past which therefore enables greater understanding of the UK today. Our history curriculum is developing to reflect the diversity of our world; past and present. Through studying history, pupils develop an understanding of the complexities of people lives, the process of change and continuity, the diversity of societies and the relationships between different groups, as well as their own identity and the challenges of their time. At Ellingham Primary school we aim to inspire in all pupils a curiosity and fascination about Britain's past and that of the wider world.

Through delivering the 2014 Historical National Curriculum we aspire to providing a broad, balanced curriculum that encompasses British values and ensures development of historical concepts, skills and knowledge for all our Ellingham pupils. We want children to enjoy learning history by gaining knowledge and skills, not just through historical and cross-curriculum classroom experiences but also with the use of fieldwork and educational visits.

Our intention is for all pupils to leave KS2 with coherent knowledge and understanding of Britain's past and that of the wider world. To have enquiring minds that are skilled to think critically, ask perceptive questions, weigh evidence, sift arguments and develop perspective and judgement. We intend to inspire and stimulate the pupils of Ellingham to know more about the past.

Whole School Overview - Units

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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R	Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.					
1	Family ancestry		Ellingham Explorers and Wow Women!	King Arthur		
2	History of Kingston Upon Thames	The Great Fire of London				The Sea Side
3		Stone/Bronze/Iron Age		The Ancient Greeks		Romans
4		Anglo Saxons	Ancient Egyptians		Londinium to London	
5	Space Race	Vikings			Changing Power of the monarchy	
6	WW1	WW2				Mayan Civilisations

Whole School Overview – Skills and Knowledge Progression

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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2-3 year olds	<p>Curious about people. Enjoys pictures and stories about themselves, their families and other people. Has a sense of own immediate family and relations. In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea.</p>					
3-4 year olds	<p>Beginning to have their own friends. Learns that they have similarities and differences that connect them to, and distinguish them from, others. Understand language of today, tomorrow and yesterday.</p>	<p>Shows interest in the lives of people who are familiar to them. Remembers and talks about significant events in their own experience. Recognises and describes special times or events for family or friends. Shows interest in different occupations and ways of life. Knows some of the things that make them unique. Speak about an event which has happened in the past and discuss a future event.</p>	<p>Can talk about some of the differences in relation to friends or family. Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family Order a sequence of up to 3 events. Know that some objects are old and new.</p>			
Reception	<p>Talks about and joins in with family routines Talk about past and present events in their own lives and family members Talk about what makes them special Talk about significant dates, festivals and celebrations e.g. Remembrance day, Guy Fakes, Diwali, and Christmas</p>		<p>Know that there are similarities between themselves and others Understand that other children don't always enjoy the same thing as themselves</p>	<p>To respond in a positive manner to the similarities and differences between families in our school community</p>		
1	<p>Who is in your family? How would life have been different when they were children?</p> <p>Oral history. Historical objects for discussion: dolls, cars, games over time. Understand that some objects belonged to the past?</p> <p>Can I use words and phrases like: old, new and a long time ago?</p>		<p>To recognise that a story that is read to them may have happened a long time ago? Retell familiar stories and events set in the pasts</p>	<p>To understand that we have a queen who rules us and that Britain has had a king or queen for many years. To understand and be able to explain what it means to be a King and rule the country. To appreciate that some famous people have helped our lives be better today</p>		
2	<p>begin to identify the main differences between old and new objects</p> <p>I use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in my historical learning</p> <p>explain how my local area was different in the past</p>	<p>recount some interesting facts from an historical event, such as where the fire of London started recount the life of someone famous from Britain who lived in the past giving attention to what they</p>				<p>use the words past and present correctly use a range of appropriate words and phrases to describe the past answer questions using artefacts/</p>

		did earlier and what they did later				photographs provided
3		<p>Changes in Britain from stone age to iron age</p> <p>use a timeline within a specific time in history to set out the order things may have happened</p> <p>Explain what life would have been like for the early settlers use various sources of evidence to answer questions</p>		<p>a study of Greek life and achievements and their influence on the western world</p> <p>use a timeline within a specific time in history to set out the order things may have happened</p> <p>explain how events from the past have helped shape our lives</p>		<p>describe events and periods using the words: BC, AD and decade? describe events from the past using dates when things happened</p> <p>use a timeline within a specific time in history to set out the order things may have happened</p> <p>research a specific event from the past to then write about this</p>
4		<p>Britain's settlement by Anglo-Saxons and Scots.</p> <p>place periods of history on a timeline showing periods of time</p> <p>explain how people who lived in the past cooked and travelled differently and used different weapons from ours</p>	<p>recognise that the lives of wealthy Egyptians were very different from those of poor Egyptians and be able to explain how. Research and explain how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past</p>		<p>Londonium to London a local history study To make comparisons between historical periods; explaining things that have changed and things which have stayed the same</p> <p>To research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings</p>	
5	use dates and	describe a key			place features of	

	historical language in my work	event from Britain's past using a range of evidence from different sources			historical events and people from past societies and periods in a chronological framework begin to appreciate that how we make decisions has been through a Parliament for some time	
6	<p>To identify where a period of history fits on a timeline</p> <p>place a specific event on a timeline by decade</p> <p>summarise the main events from a specific period in history, explaining the order in which key events happened</p>	<p>To explain how Britain has had a major influence on world history</p> <p>identify and explain my understanding of propaganda</p>				<p>summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently</p> <p>make comparisons between historical periods; explaining things that have changed and things which have stayed the same?</p>

Planning, assessment and monitoring

The development of Historical knowledge, understanding and skills are continually assessed through planning, teaching and reviewing. Key historical skills are assessed by: Observing children at work, individually, in pairs, groups and whole class. Using differentiated, open ended questions that require children to explain and unpick their understanding. Use effective marking, including green pen questions to which pupils respond and reflect in purple pen-demonstrates engaged learning. Self-assessment and target setting. Book marking and moderation to monitor pupil's work to evaluate the range of balance of work and ensure that tasks are differentiated and promote children's learning and progress. Reporting of children's progress in history occurs annually, with a written report at the end of the academic year but may also be discussed and reflected on at parents' evenings.

Through the delivery of the EYFS, KS1 and KS2 Historical National Curriculum we must ensure we have equipped pupils with the historical skills and knowledge that will enable them to be ready for the Key Stage 3 curriculum and on the path to life as an adult in the wider world. We want the children to have thoroughly enjoyed learning about history, therefore have a greater understanding of themselves and others and be encouraged to undertake new life experiences, now and in the future.

Additional Information

[Trip, workshop and visitor information coming soon](#)