

St Anne's R.C.
Nursery and Primary School
History Policy 2022-23

“To help every person here to **achieve** his or her best in **work** and in **play**.
To **celebrate** whatever is **good** and to **follow** in the footsteps of **Jesus** by supporting
and forgiving each other, For the honour and glory of God.”



This policy outlines the guiding principles by which this school will implement History in the National Curriculum (2014).

Curriculum Statement

Intent

The 2014 national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day.
- know and understand significant aspects of the history of the wider world.
- gain and deploy a historically grounded understanding of abstract terms.
- 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.
- 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.

Our aim at St. Anne's Primary and Nursery School is to encourage pupils to develop an appreciation and understanding of the past, evaluating a range of primary and secondary sources. Our historians will also be able to explain clearly how these sources give us

an insight about how people around the world used to live and how these interpretations may differ. Pupils will be taught to make links between these areas of learning, with the aim of developing engaged, motivated and curious learners that can reflect on the past and make meaningful links to the present day.

To ensure that our pupils develop a secure knowledge that they can build on, our History curriculum is organised into a progression model that outlines the skills, knowledge and vocabulary to be taught in a sequentially coherent way. Chronological Understanding; Historical Understanding; Historical Enquiry; Interpretations of History; Organisation and Communication are all mapped out to ensure that pupils build on secure prior knowledge.

Implementation

Teachers create a positive attitude to history learning within their classrooms and throughout school, continuously reinforcing the expectation that all pupils will achieve mastery level in history. We are members of the History Association where fantastic resources are available to enrich our curriculum. Our whole school approach to the teaching and learning of History involves the following:

- In the EYFS History is identified as part of Understanding the World; Past and Present and People, Culture and Communities. During their time in the EYFS the children experience a wide range of experiences to encourage talk about their families and events in the past and present. We recreate these experiences through role play, creative activities and stories. We use stories to link to their own experiences and also to introduce new ideas and concepts that they may not yet be familiar with. We explore similarities and differences of different people and events in the past and now. We explore different occupations in our society and why these are important. We compare and contrast characters and figures from the past and introduce historical vocabulary. We begin to understand chronology by ordering simple events in our lives.
- In KS1 History focuses on history within living memory 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. History is taught in topic blocks which allow children to gain a deeper understanding and connections of the history being covered.
- In KS2 History 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. History is taught in topic blocks which allow children to gain a deeper understanding and connections of the history being covered.

- Each year group has a progression ladder to follow. This ensures that each child is building upon their historical knowledge each year. These ladders inform teaching and learning outcomes.
- Emphasis is placed on the development of skills and a historical perspective alongside factual knowledge. A variety of teaching approaches are used:
 - Teacher presentations, role-play, drama, storytelling.
 - Class discussions and debates
 - Individual and group research
 - Investigating artefacts and sources of evidence
 - Fieldwork, visits to museums and historical sites
 - Guest speakers

Whole School History Overview 2022-23

2022 - 2023	Autumn	Spring	Summer
EYFS	<p style="text-align: center;"><u>Marvellous Me</u></p> <ul style="list-style-type: none"> • Families and family timelines • People in Society • People who help us (occupations) • Nurses in the past and present 	<p style="text-align: center;"><u>Growth and Change</u></p> <ul style="list-style-type: none"> • Traditional Tales • Changes over time – ordering events • Similarities and differences 	<p style="text-align: center;"><u>Our Amazing Earth</u></p> <ul style="list-style-type: none"> • Similarities and differences • Holidays/the seaside in the past and present day
Year 1	<p style="text-align: center;"><u>Toys from the Past</u></p> <ul style="list-style-type: none"> • Simple chronology – use a timeline • Find similarities and differences between ways of life at different times. • Ask and answer questions about the past. • Understand some of the ways we find out about the past. • Use stories and sources to show knowledge and understanding. • Record what they have found out about the past. 	<p style="text-align: center;"><u>The Titanic</u></p> <ul style="list-style-type: none"> • To know about events beyond living memory that are significant nationally/ globally. 	<p style="text-align: center;"><u>Kings and Queens</u></p> <ul style="list-style-type: none"> • To know about the lives of significant individuals in the past who contributed to national and international achievements. • Simple chronology – use a timeline • Describe key events • Understand the impact significant people have had • To ask and answer questions about the past. • Use a range of sources to find out about the past. • To make comparisons with their own lives and those from before they were born. • Queen Elizabeth/King Charles and Queen Victoria

Year 2

Great Fire of London

To know about events beyond living memory that are significant nationally/ globally.

- Simple chronology – use a timeline
- Describe key events
- Use a range of sources to find out about the past.
- To make comparisons with their own lives and those from before they were born.
- Consider what people did what they did in the past.
- To ask and answer questions about the past. •To use vocabulary related to the past and passage of time.
- To record their findings about the past in arrange of ways.

Who was a better scientist?

Marie Curie

To know about the lives of significant individuals in the past who contributed to national and international achievements.

- Simple chronology – use a timeline
- Describe key events and the lives of some famous people who lived in the past and say why they were famous.
- Consider why people did what they did in the past
- Use a range of sources to find out about the past.
- To make comparisons with their own lives and those from before they were born. •To ask and answer questions about the past. •To use vocabulary related to the past and passage of time.
- To record their findings about the past in arrange of ways.
- Comparisons between time periods studied.

History of communication/technology.

- History of events/aspect of life within living memory

<p>Year 3</p>	<p><u>Local History Study</u></p> <p>Canals – Portland Basin</p>	<p><u>Stone age to Iron Age</u></p> <p>Changes in Britain from the Stone Age to the Iron Age</p> <ul style="list-style-type: none"> • Develop chronologically secure knowledge and understanding of Britain from Stone – Iron Age. • Find out about the everyday lives of the people studied and compare with modern life • Develop their skills in drawing on similarities and differences and compare and contrast by explaining how Britain changed during the Bronze and Iron Ages using a timeline to support. • Develop their critical thinking skills through studying Bronze and Iron Age artefacts and using prior knowledge to explain their uses. • Look at religious beliefs and explain how they evolved through these times. • Begin to understand how events in history link and follow on from each other by using knowledge and skills to explain how the Roman Invasion brought an end to the Iron Age. • Look at the impact the Stone to Iron Age had on Britain today by looking at what the Stone Age people left us and how we know it existed. 	<p><u>Ancient Egypt</u></p> <ul style="list-style-type: none"> • The achievements of the earliest civilizations – an overview of when the first civilizations appeared and an depth study of Ancient Egypt. • Develop chronological understanding through placing Ancient Egypt on a timeline and sequencing several events. • Develop critical thinking and enquiry skills through use of sources to question and find out about life in Ancient Egypt. • Compare and contrast other civilizations and their settlements • Look at artefacts
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<p>Year 4</p>	<p style="text-align: center;"><u>Romans</u></p> <p>The Roman Empire and its impact on Britain.</p> <ul style="list-style-type: none"> •Historical chronology – use of timelines •Historical vocabulary and phrases (e.g. BC/AD) •Significant events and people •Begin to make connections and contrast – cause and effect. Why did the Romans come to Britain? what effect did they have? •Look at beliefs and ideas people held. •Study a range of sources and use these to ask and answer historically valid questions. •Present findings about the past in a variety of ways 	<p style="text-align: center;"><u>History of Medicine</u></p> <ul style="list-style-type: none"> •Historical chronology – use of timelines. Begin to place events accurately. •Historical vocabulary and phrases (e.g. BC/AD) <p>Significant events and people</p>	<p style="text-align: center;"><u>Anglo-Saxons</u></p> <p>Britain’s settlements by Anglo-Saxons and Scots.</p> <ul style="list-style-type: none"> •Historical chronology – use of timelines. Begin to place events accurately. •Historical vocabulary and phrases (e.g. BC/AD) <p>Significant events and people</p> <ul style="list-style-type: none"> •Look at similarities and differences between time periods studied (link to Romans) •Look at beliefs and ideas people held. •Study a range of sources and use these to ask and answer historically valid questions. •Present findings about the past in a variety of ways
<p>Year 5</p>	<p style="text-align: center;"><u>Vikings</u></p> <p>The Anglo-Saxon and Viking struggle for the Kingdom of England to the time of Edward the Confessor.</p> <ul style="list-style-type: none"> •Apply knowledge of chronology •Develop timelines to show events and developments •Look at trends over time – invasion, conquer and settle – link back to previous learning (Romans/ Egypt). •Begin to see the relationship between different periods and the legacy or impact for me and my identify. •Study a range of sources considering bias. Use these to ask and answer more complex historically valid questions. • Record findings in a variety of ways. 	<p style="text-align: center;"><u>Empires - Mayans</u></p> <p>Study of a non-European Society that provides contrast with British history.</p> <ul style="list-style-type: none"> •Apply knowledge of chronology •Develop timelines to show events and developments •Compare and contrast with Anglo-Saxons/ Vikings of same period. •Study complexity of people’s lives and how some societies are very different due to changes and challenges at the time. •Study a range of sources considering bias. Use these to ask and answer more complex historically valid questions. •Record findings in a variety of ways. 	<p style="text-align: center;"><u>Local Study: Manchester How several aspects of national History are reflected in the locality</u></p>

<p>Year 6</p>	<p><u>World at War (Focused study on WW1) A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</u></p> <ul style="list-style-type: none"> •Historical chronology – overview of past (Britain and the world). Place within a chronological narrative. Identify key moments of change and development. •Discuss trends over time and relationships between time periods and their impact and me and my identity (make links to past learning on WWII/ Invasions – Vikings/ Romans) •Show understanding for the complexity of people's lives in the past and how some societies are very different due to changes at the time. •Interpret a range of sources with an awareness of viewpoint and possible bias. Making judgments on the value of certain sources. <p>Devise own historically valid questions and answer more complex questions about the past.</p> <p>Able to use sources to support a conclusion</p>	<p><u>Enquiry: Changes in local History – Air pollution from Industrial Revolution to now</u></p>	<p><u>Ancient Greece</u></p> <p>The study of Greek life and achievements and their influence on the western world.</p> <ul style="list-style-type: none"> •Historical chronology – overview of past (Britain and the world). Place within a chronological narrative (links to other civilizations pre and post Ancient Greece – link to the Romans and then their influence in invading Britain). <p>Identify key moments of change and development</p> <ul style="list-style-type: none"> •Show understanding for the complexity of people's lives in the past and how some societies are very different due to changes at the time. •Interpret a range of sources with an awareness of viewpoint and possible bias. Making judgments on the value of certain sources. <p>Devise own historically valid questions and answer more complex questions about the past.</p> <ul style="list-style-type: none"> • Able to use sources to support a conclusion
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Impact

We believe that at St Anne's, our consistent, school-wide, progressive, skills and knowledge-based approach to teaching history results in an engaging, high-quality history education that provides our children with an appreciation of their own identity and the world around them. The children are taught to think like historians and challenge society's understanding of the past and present- History is not just a collection of facts! Children at St. Anne's are passionate about history, they are inspired learners and with a secure understanding of history.