



Seaham Trinity Primary School

History Policy

At Seaham Trinity Primary School we promote fundamental British values through our ethos, the curriculum, spiritual, moral and cultural development and through our work as a Rights Respecting School.

Article 28 Every child has a right to an education.

Article 29 (goals of education) 'Education must develop every child's personality, talents and abilities. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures and the environment.

Article 12 Every child has a right to be heard

Article 2 Every child has the right to be treated equally and with respect.

We learn about the history of ourselves, local history and the wider world. We listen to each other, discuss each other's ideas and always respect each other's opinions.

We link rights to special days and events in the year

Article 19 'your right to be safe'.

Article 2 - You have the right to be treated fairly no matter your gender, race or culture

We remember important people and events in the history

e.g. Remembrance Day. As they remember, children also think about their own rights to live in a peaceful country, war and conflict.

At Seaham Trinity Primary School we believe that a high-quality History education should inspire pupils; it should stimulate the children's interest and understanding about the life of people. We help children gain knowledge and understanding of Britain's past and that of the wider world becoming lifelong learners.

We teach children a sense of chronology, and through this they develop a sense of identity and a cultural understanding based on their historical heritage.

They learn to value their own and other people's cultures in modern multicultural Britain. By considering how people lived in the past, they are better able to make their own life choices today.

We believe history should inspire pupils' curiosity to know more about the past.

Throughout each year there is an emphasis on development and progression of subject knowledge, and conceptual understanding. Because our curriculum is organised chronologically, it allows children not only to gain historical knowledge but develop enquiry skills as well as the ability to examine sources resulting in a greater knowledge and interpretation. This will allow children to be secondary ready in History

Through History we can also:

- Improve pupil's skills in Literacy, Maths and computing.
- Develop cross curriculum links in other relevant areas.
- Develop pupil's thinking skills.
- Promote pupils' awareness and understanding of gender, cultural, spiritual and moral issues.

Curriculum Aims

Early Years and Foundation Stage

History is taught in the EYFS as an integral part of one of the seven areas of learning (Knowledge and Understanding the World:).

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 :

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** (e.g. 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 (e.g. 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 Edith Cavell)

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

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. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this. In planning to ensure the progression described above through teaching the British, local and world history outlined below, 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 :

- changes in Britain from the Stone Age to the Iron Age This could include:
 - late Neolithic hunter-gatherers and early farmers, e.g. Skara Brae
 - Bronze Age religion, technology and travel, e.g. Stonehenge
 - Iron Age hill forts: tribal kingdoms, farming, art and culture
 - the Roman Empire and its impact on Britain This could include:
 - Julius Caesar's attempted invasion in 55-54 BC
 - the Roman Empire by AD 42 and the power of its army
 - successful invasion by Claudius and conquest, including Hadrian's Wall
 - British resistance, e.g. Boudica
 - "Romanisation" of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity
 - Britain's settlement by Anglo-Saxons and Scots This could include:
 - Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire
 - Scots invasions from Ireland to north Britain (now Scotland)
 - Anglo-Saxon invasions, settlements and kingdoms: place names and village life
 - Anglo-Saxon art and culture
 - Christian conversion – Canterbury, Iona and Lindisfarne
 - the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor This could include:
 - Viking raids and invasion
 - n • resistance by Alfred the Great and Athelstan, first king of England
 - further Viking invasions and Danegeld
 - Anglo-Saxon laws and justice
 - Edward the Confessor and his death in 1066
- a local history study For example:
 - a depth study linked to one of the British areas of study listed above
 - a study over time tracing how several aspects national history are reflected in the locality (this can go beyond 1066)
 - a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.
 - a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 For example:
 - the changing power of monarchs using case studies such as John, Anne and Victoria
 - changes in an aspect of social history, such as crime and punishment from the AngloSaxons to the present or leisure and entertainment in the 20th Century
 - the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day
 - a significant turning point in British history, e.g. the first railways or the Battle of Britain

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

The Durham Outline planning for History has a deliberate approach to sequencing the curriculum and the choice of content focus. At all stages, the curriculum links to previous content and concepts and identifies later links. In KS1, the sequence of learning across Y1 moves from History within the child's living memory to looking at familiar features in the recent past and then gradually beyond living memory. A strong local thread runs through the content choices in KS1 to build on pupils' prior knowledge and lay the foundations for future learning. In KS2, knowledge is sequenced chronologically from the Stone Age through to the choice of Mayans/ Benin/ Baghdad in Y5. In addition to the local dimension to the studies of the Romans, Anglo Saxons and Vikings, Y6 has suggested a local study linked to WWI. A thematic study of an aspect of life since 1066 has been deliberately placed at the end of Y6 to allow reconnection to prior learning. Throughout KS1 and KS2, the disciplinary knowledge of history is woven into the content choices to support effective learning of History and the readiness of pupils for their next steps.

Year	Autumn	Spring	Summer
1	I'm making History! NC ref: changes within living memory Focus: Chronology (sequence), knowledge of very recent past, use of common words. Asking and answering simple questions. Suggestion: My timeline, family history, investigating Christmas now and in the past.	History detectives – spot the differences! NC Ref: changes within living memory, places in locality Focus: Use of primary sources, comparing to find similarity and difference, chronology, beginning to explain change and continuity. Suggestion: local history enquiry, toys/ phones/ transport now and then.	Who has helped make History? NC ref: Significant individuals in the past, local significant individuals Focus: use of historical interpretations, chronology over a longer period, thinking about historical significance. Suggestion: Grace Darling, Timothy Hackworth, Tim Peake, The Queen, Captain Scott, Neil Armstrong.
2	Why are some places special? NC ref: Significant places in own locality Focus: Thinking about historical significance, using primary sources. Suggestion: Special places in the area visit and enquiry-cathedral etc.	Fantastic Firsts NC ref: events beyond living memory that are significant globally or nationally Focus: Chronology over longer timeframe, comparing events, writing about significance. Suggestion: inventions, special events – moon landing, electricity, first train etc.	All change? Holidays now and then NC ref: Changes within living memory and beyond. Significant places in our own locality. Focus: Identifying and writing about change and its causes. Forming an interpretation, use of primary sources Suggestion: Compare holidays now and 1950s and Victorian. Use of historic environment e.g. Saltburn
3	Who were Britain's first builders? NC ref: Changes in Britain Stone Age to Iron Age Focus: building and technology in earliest settlements, key features of an era, chronology (sequence and duration) change over time, using artefacts as primary sources, awareness of representations.	Why did the Ancient Egyptians build pyramids? NC ref: Achievements of earliest civilisations - Ancient Egypt Focus: key features of early civilisation, chronology (sequence, duration and contemporaneous development) causation, use of primary sources (supported inferences)	How have the Greeks shaped my world? NC Ref: Ancient Greece: achievements and influence Focus: Chronology (sequence and duration), key features and individuals of ancient civilisation, consequences, significance (legacy) use of primary sources, use of written interpretations.
4	Why did the Romans march through County Durham? NC ref: A Local history study Focus: Key features of Roman army and British campaign, chronology, causation and consequence, using information texts and representations of the past (reconstructions, artist's views, built models)	What was daily life like for Romans? NC ref: The Roman Empire and its impact on Britain Focus: Key features of a global empire, chronology (duration) similarity and difference of experiences within the period (rich/poor, men/women/child, slave/free) use of primary sources – supported inference and lines of enquiry	What happened when the Romans left Britain? NC ref: Britain's settlement by the Anglo Saxons and Soots Focus: Key features of Anglo Saxon Britain (s/o/r/e), chronology (sequence and duration), consequences and significance. Use of information texts and historian's interpretations.
5	Were the Vikings really vicious? NC Ref: The Viking and Anglo saxon struggle for England to 1066 Focus: Chronology and key features, making a supported judgement, use of primary sources to test an interpretation.	Who was making history in faraway places in the year 1000? NC ref: non-European society that provides contrast to British history Focus: Chronology – developing terminology of periods, contemporaneous developments, key features of a contrasting society and its development, similarity and difference to Britain in c.1000, use of primary sources, identification of key points in historical interpretations. Suggestion: Mayans.	School designed unit – e.g. historic environment enquiry NC ref: local history study Focus: Use of the historic local environment to further enquiry skills, develop chronological range and use of primary sources such as maps, census, buildings and photographs
6	What's in a name? NC Ref: Local History unit – WWI war memorials Focus: Chronological security, key features of an era, use of primary sources, similarity and difference of experience at a point in the past	School Discretionary Unit Support available on request	Has life got better for children in Britain? NC ref: Aspect or theme since 1066 (Changing life for children). Focus: Chronological security – sequence and duration, key periods and their features, causation and consequences, use of primary sources to evaluate utility, producing own representations of the past. OR NC Ref: Aspect or theme since 1066 – Monarchy Focus: Can we choose the UK's most important monarch?

Historical Enquiry Skills

We strive to develop to develop children's enquiry skills through the use of questioning and by settling the children's tasks and exposing them to experiences which will help their information finding skills. Lessons may be taught as whole class sessions, group activities or individual tasks dependant on the structure of the class and content of the lesson. A variety of approaches will be used to cater for different learning styles, visual, auditory and kinaesthetic.

These will include:

- stories
- timelines
- classroom displays
- role play and drama
- artwork/model making/craft work

- use of photographs
- ICT

in school educational visits

- educational visits

Entitlement

All of our children are entitled to a continuous and progressive history curriculum, which meets their individual needs.

The history curriculum has been planned using national curriculum guidance and in conjunction with LA advice. Teachers will be encouraged to make cross-curricular links especially in the teaching of history. However, some aspects of history will need to be taught discretely.

Special Needs and Inclusion

Schools have a responsibility to provide a broad and balanced curriculum for all pupils. Teachers can differentiate and modify as necessary to provide all pupils with relevant and appropriately challenging work at each key stage. The three principles below are essential to developing a more inclusive curriculum.

- setting suitable learning challenges
- responding to pupil's diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils

We aim to encourage all pupils to reach their full potential through the provision of varied opportunities and differentiated lessons. Through the teaching of History we aim to develop awareness of ethnic, cultural and economic diversity of human society and to foster positive attitudes to all people. Care is taken when selecting source material that a range of perspectives and viewpoints are represented including those of men and women from different racial, national and religious groups. Care is taken that societies are not just represented from the British perspective but also from their own. The importance of the pupils own cultural background is recognised as a resource which may give an alternative perspective on events of the past as well as the present. The History co-ordinator will liaise with the SENCO to ensure that the children with SEN achieve their full potential in History lessons and activities.

Equal Opportunities

Staff must be aware of, and guard against any bias based on gender, racial or any other stereotypes. All pupils should have equal access to History.

Assessment and Monitoring

The system of levels and level descriptors has now been removed. A set of history assessment grids have been developed with guidance from the LA and covers all areas of the history curriculum. The grids include the National Curriculum statements and descriptors for emerging, developing, secure and working at greater depth. Staff will group their class into ability group groups (higher ability, middle ability and lower ability) and will fill in one

assessment grid for the relevant age for each group. This will be updated termly for planning purposes and at end of the year each pupil will be measured against national expectations. This assessment information will be handed to the next teacher the following year.

Reporting

Information about children's progress with regard to history is communicated to parents at parents evenings and in their individual annual reports.

Resources

Each teacher is aware of where the History resources in school are held and how they can obtain History topic boxes from Durham Learning Resources.

An inventory of resources will be held and regularly updated by the subject coordinator. The resources used will provide a variety of information about the people and places being studied and be suitable for the ages and abilities of pupils.

These will include:

- the children's own experiences
- experiences of people known to them
- the experiences of visitors and invited guests
- the classroom, school and its grounds
- the local environment
- the use of story, pictures, illustrations, photographs, artefacts, textbooks, reference materials, maps and atlases
- ICT

Responsibilities

Class teachers are responsible for:-

Ensuring coverage of History for their year group/Key Stage and to inform the subject leader of any resources needed to deliver the units before they arise in the curriculum

To plan and deliver lessons to appeal to all learners to enthuse as well as educate the children in their class

- Differentiating and adapting lessons to cater for all ability levels, ensuring SEN (Special Educational Needs), MAT (More Able and Talented) and EAL (English as an Additional Language) are suitably challenged to meet their needs.
- Maintaining own knowledge and skills of history in accordance with educational developments.

Educational Visits

Educational Visits Educational visits to places of historical value will be used to support the pupils work in History. The learning process will be based on direct experience and practical activities and will take into account the pupils own interests, experiences and activities

The History coordinator is responsible for:-

- Assisting Senior Management with coordinating, developing and implementing the schools policy and schemes of work on History.
- *encourage staff to provide effective learning opportunities for all pupils, to develop valid activities appropriate for all pupils at different stages of development and which enables pupils to progress in the subject*
- Promoting and overseeing staff INSET activities relating to History development.
- Developing strategies for the efficient deployment of history - resources in the school.
- Consultation with the Head Teacher/Mentor and staff regarding History objectives
- Keeping abreast of and understanding and current technology, developments and trends relating to History and its use in Education by attending network meetings.
- Liaising with Durham County staff and other educational establishments on matters relating to History.
- Completing school action plans and evaluations.
- Updating school policies relating to the teaching of History

Staff Development

To implement this vision effectively, all staff need to be confident in all areas of the history curriculum. Staff who have identified areas of development in history will be identified and through communication between the History co-ordinator and the Headteacher, relevant course will be located or training brought into/held at school. Training will also be offered .

The History Co-ordinator keeps up to date with the latest history curriculum developments by attending conferences, network and school cluster meetings. Information is then fed back to the rest of the school during staff meetings.

Home/ School Links

To foster these links, the school can promote and showcase the children's work and inform the parents of termly dates etc.n its website. In addition, the Class Dojo can also be used to showcase work both at home at at school.

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