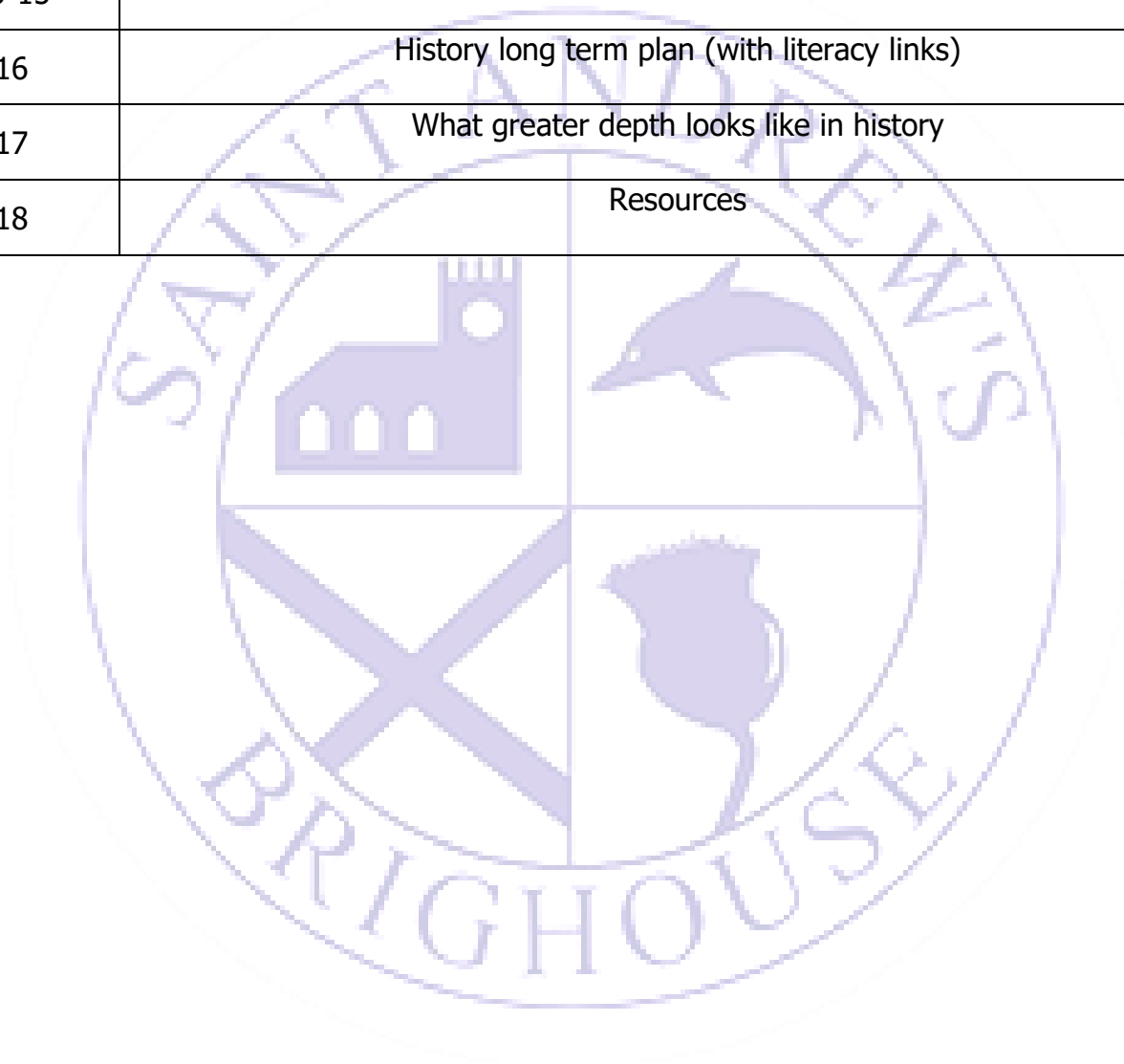




History at St. Andrew's

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History Policy

1 Aims and objectives

1.1 The aim of history teaching at St. Andrew's School is to stimulate the children's interest and understanding about the life of people who lived in the past. 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. In our school history makes a significant contribution to citizenship education by teaching about how Britain developed as a democratic society. We teach children to understand how events in the past have influenced our lives today. We also teach them to investigate these past events. By doing this, the children develop the skills of enquiry, analysis, interpretation and problem-solving.

1.2 The aims of history in our school are:

- to foster in children an interest in the past and to develop an understanding that enables them to enjoy all that history has to offer;
- to enable children to know about significant events in British history and to appreciate how things have changed over time;
- to develop a sense of chronology;
- to know and understand how the British system of democratic government has developed and, in so doing, to contribute to a child's citizenship education;
- to understand how Britain is part of a wider European culture and to study some aspects of European history;
- to have some knowledge and understanding of historical development in the wider world;
- to help children understand society and their place within it, so that they develop a sense of their cultural heritage;
- to develop in children the skills of enquiry, investigation, analysis, evaluation and presentation.

2 Teaching and learning style

2.1 History teaching focuses on enabling children to think as historians. We focus on the key historical skills of constructing the past, sequencing the past, continuity and change, cause and effect, significance and interpretation, historical enquiry and using sources as evidence. Historical vocabulary is taught and reinforced through our knowledge organisers and glossaries.

We give children the opportunity to visit sites of historical significance and encourage visitors to come into the school and talk about their experiences of events in the past. We recognize and value the importance of stories in history teaching and we regard this as an important way of stimulating interest in the past. We focus on helping children understand that historical events can be interpreted in different ways and that they should always ask searching questions, such as 'how do we know?' about information they are given.

2.2 We recognise the fact that in all classes there are children of widely-different abilities in history and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies that could include:

- setting common tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty. Not all children complete all tasks;
- grouping children by ability in the room and setting different tasks for each ability group;
- providing resources of different complexity depending on the ability of the child;
- using classroom assistants to support children individually or in groups.

3 History curriculum planning

3.1 We use the national curriculum for history as the basis for our curriculum planning in conjunction with the Rainbow Continuum of skills. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit and we build planned progression into the scheme of work so that the children are increasingly challenged as they move up through the school.

3.2 We carry out curriculum planning in history in two phases (long-term and detailed medium-term). The long-term plan maps the history topics studied in each term. The history subject leader works this out in conjunction with teaching colleagues in each year group to ensure coverage is present. We teach the knowledge, skills and understanding set out in the National Curriculum through the corresponding programme of study.

Our detailed medium-term plans are drawn up by teachers in their year groups, ensuring coverage and progression of skills and knowledge. The relevant programmes of study and specific learning objectives are stated on these plans.

3.3 Where possible, we make local links to our historical study in order to enrich the curriculum and make it relevant to children. Studying familiar places allows children to make meaning from abstract historical concepts.

3.4 We are members of the Historical Association which has support for CPD, subject knowledge and planning.

4 The contribution of history to other subjects

4.1 English

History contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that we use in English lessons are historical in nature. Children develop speaking and listening skills through discussing historical questions, presenting their findings to the rest of the class and through drama. They develop their writing ability by composing reports and letters and through the use of writing frames.

Reading is a priority across schools and books related to our history topics are available in class. These books are used by the class teacher and children are also encouraged to use them for independent research. At times, the whole class texts used in literacy are linked to the current historical topic for deeper understanding and extra cross curricular learning.

4.2 Mathematics

History teaching contributes to the teaching of mathematics in a variety of ways. Children learn to use numbers when developing a sense of chronology through doing activities such as time-lines. Children learn to interpret information presented in graphical or diagrammatic form.

4.3 Information and communication technology (ICT)

We use ICT in history teaching where appropriate and we meet the statutory requirement for children to use ICT as part of their work in history at Key Stage 2. Children use ICT in history to enhance their skills in data handling and in presenting written work, and they research information using the Internet and carefully chosen websites. The Smart Board is

another area of ICT that can be used to enhance the children's learning. Children have the opportunity to use the digital camera to record and use photographic images.

4.4 Personal, social and health education (PSHE) and citizenship

History contributes significantly to the teaching of personal, social, citizenship and health education. Children develop self-confidence by having opportunities to explain their views on a number of social questions such as how society should respond to poverty and homelessness. They discover how to be active citizens in a democratic society by learning how laws are made and changed, and they learn how to recognize and challenge stereotypes and to appreciate that racism is a harmful aspect of society. They learn how society is made up of people from different cultures and start to develop tolerance and respect for others.

4.5 Spiritual, moral, social and cultural development

When teaching history, we contribute to the children's spiritual development where possible. We also provide children with the opportunity to discuss moral questions, or what is right and wrong, when studying topics such as child labour in Victorian times. Children learn about the role of the church in Tudor times and they find out how British society has changed over time. The history programme of study enables children to understand that Britain's rich cultural heritage can be further enriched by the multi-cultural British society of today.

5 Teaching history to children with special needs

- 5.1** We teach history to all children, whatever their ability. History forms part of the school's curriculum policy to provide a broad and balanced education to all children. We provide learning opportunities matched to the needs of children with learning difficulties and we take into account the targets set for individual children in their Personal Provision Plan (P.P.P)

6 Assessment and recording

- 6.1** We assess children's work in history by making informal judgements as we observe them during each history lesson. On completion of a piece of work, the teacher marks the work and comments as necessary. At the end of the year, the teacher makes an assessment of progress. This also enables the teacher to comment on the pupil's progress as part of the child's annual report to parents. We pass this information on to the next teacher at the end of the year.
- 6.2** Examples of children's history work are available in their history books. Children carry their history books into the following academic year. The history lead keeps examples of different attainment levels throughout school.

7 Resources

Individual teachers and year groups will store materials relevant to their scheme of work, being easily accessible to both classes in a year group. ICT software resources are stored in the computer suite. Chrome books, laptops and I-Pads are used to research periods of time and civilisations. Websites are carefully selected and cold searches are not used. The library is also a source of a good supply of topic books.

8 Monitoring and review

- 8.1** Monitoring of the standards of children's work and of the quality of teaching in history is the responsibility of the history subject leader. The work of the history subject leader also involves supporting colleagues in the teaching of history, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The history subject leader gives the headteacher ongoing reports in which s/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement. The history subject leader has specially-allocated time in which to fulfil this role by reviewing samples of children's work and visiting classes to observe teaching in the subject.

History at St Andrew's Intent, Implementation and Impact

Intent

Our history topics are informed through the National Curriculum as well as the context of the local area and the interests of the children. We use the Rainbow Continuum to ensure that children are taught historical skills and that those skills progress as they move up through school.

High quality lessons inspire children to want to know more about the past and to learn from the past. Where possible, we link history learning to other subjects to allow children to be fully immersed in their learning.

Through our teaching of history at St Andrew's, we intend to:

- fire pupils' curiosity about the past in Britain and the wider world
- encourage thinking about how the past influences the present
- help students develop a chronological framework for their knowledge of significant events and people
- foster a sense of identity and an increased understanding of pupils' own position in their own community and the world
- develop a range of skills and abilities – particularly those related to finding out about the past, explaining what happened and what people then and now think about what happened

Through history, we can also:

- improve pupils' skills in literacy, numeracy and ICT
- develop pupils' thinking skills
- promote pupils' awareness and understanding of gender, cultural, spiritual and moral issues
- develop pupils as active citizens

Implementation

The history lead checks the long term plans to ensure coverage of the National Curriculum content and the historical skills set out in the Rainbow Continuum. History is taught as a discreet subject in an opposite term to geography. The terms when it will be covered differ throughout the year groups. The timing of the lessons have been carefully chosen so that children can create links to other subjects and build on relevant prior learning. By teaching in blocks, children can achieve depth in their learning.

To create the interesting and engaging lessons, we use a variety of resources. Memorable experiences such as trips or in-school visitors create excitement and interest in children. Home learning projects also add to the immersion and interest and allow parents and carers to be involved with their learning and foster home-school links in subjects other than reading.

We are members of the Historical Association and Key Stage History which allows us to access high quality resources. This, in turn, leads to high quality planning and teaching of the subject.

Lessons are planned to allow all children to access the history curriculum. The document 'What Greater Depth Looks Like at St Andrew's' allows teachers to plan lessons that will challenge the most able. SEND pupils are supported through differentiated learning activities. This may include differentiating through outcome, support or through simplifying the learning objective. We are careful to ensure that children do not always have to demonstrate learning through writing to ensure we can assess their historical skills rather than their literacy ability.

As with all subjects, there is much information to take in. In order to help children retain key information, we use 'Quick 6' questions at the start of most lessons. These six questions revisit key facts and important information. Regular recall of such facts helps children commit them to their long-term memory, ensuring they will retain the 'sticky knowledge' for the end of Key Stage 2.

History 'Sticky Knowledge' – what children need to know by the end of Key Stage 2

- Chronological understanding of Britain from the Stone Age to the present day
- Be able to make connections and comparisons of time periods studied and their own lives
- Examples of how historical events have shaped our lives today e.g The Olympics and democracy (Ancient Greece), counties and accents in Britain (Anglo Saxons and Vikings) etc

Assessment is ongoing throughout each history topic. Children start new topics by discussing or mind-mapping what they already know and what they want to find out as a pre-assessment activity. AfL is used regularly in lessons and misconceptions quickly clarified. Summative assessment takes different forms but may include a knowledge based test or a written activity where children demonstrate their learning.

Impact

Each child's individual history book and the whole class 'Big Books' show that history is taught regularly and learning recorded in a variety of ways. Outcomes of work are monitored to ensure that they reflect a sound understanding of the key identified knowledge. Teachers can then intervene in a timely manner to clarify misconceptions and revisit areas of learning if necessary.

Emphasis is placed on children having a coherent knowledge and understanding of Britain's past and how this and the influence of the wider world has shaped our reality today.

By fostering a love of history and an interest in the past, the children will be encouraged to research topics independently to further their own enjoyment and fascination on the subject.

The outcomes of pupils will be monitored by the class teacher, subject lead and SLT through assessment and marking, tracking, book scrutiny and pupil interviews.

History at St. Andrew's

1. Timetable:

History is taught in half termly blocks, opposite to geography throughout the year. Three history units will be taught by each year group but the timing of these units will vary depending on the year group.

2. Content of history lessons:

Each history lesson will start with a 'Quick 6' quiz. These six questions link to previous learning as a way to recap and consolidate the key knowledge for history. Questions may relate to the current topic, recap previous topics or even revisit prior learning from other year groups.

Children are taught historical skills taken from the Rainbow Continuum alongside the coverage of the National Curriculum. Links are made to previous topics and our local area in order to help children understand historical concepts and to help the learning stick.

Lessons may be recorded in individual history books or in the history 'Big Books' which evidence group learning or whole class discussions.

History lessons have chronology at their heart – children need to understand when the topic they studied occurred but also how this fits into the wider chronology. Over the course of each history topic, the following key areas will be covered:

1. Chronological understanding

This would involve placing the time period being studied on a timeline, identifying if it is before, after or at the same time as previous history topics. It could also be done by sequencing artefacts or events and using chronological vocabulary like dates, time periods etc. Our curriculum is mostly chronological, so it should be easy to refer to previous learning. Time needs to be understood as linear but also that different events could be happening in the world at the same time e.g Vikings and Mayan civilisation.

2. Range and depth of historical knowledge

This is learning about everyday life in the time period studied. You can look for links and effects, different aspects of life or find out about behaviour and beliefs.

3. Interpretations of history

This is a really important part of the history curriculum which is often overlooked. Children need to know that history is interpretation of events, not facts. You could compare accounts from different sources, evaluate the usefulness of evidence and offer some reasons for different versions of events.

4. Historical enquiry

This is where children construct the past through a range of evidence. They should use primary and secondary sources to answer a question or line of enquiry. It should allow them to ask questions and identify areas of the past that have limited or unreliable sources. Again, this will help them to understand that the past is a construct made from interpretation of sources.

5. Organisation and communication

This skill is the last in a unit and relates to how children can show their understanding. It might be that they write an account of a battle that they constructed from a range of sources or a non-chronological report to show their knowledge. It is worth noting that not all communication has to be written. Some children, especially SEN will benefit from other methods of communicating their ideas.

Local history

Where possible, links to local history will be made. Any links are outlined on the year group's sticky knowledge. Each year group has at least one topic that has local history links.

Year 3: Evidence of Stone Age settlements in the area but no surviving monuments. Castle Hill in Huddersfield has the remains of an Iron Age fort. Hoards of Roman treasure have been found in several places in the area e.g Bailiff Bridge and Hove Edge.

Year 4: Anglo-Saxon place names eg Elland, Todmorden. Anglo Saxon sites in Sowerby and Brighouse. Viking place names e.g Rastrick. Local history depth study includes Blue Plaques, local Robin Hood legend and the changes in the town centre.

Year 5: Crime and Punishment links to John Lacey and the Halifax Gibbet and the Crag Vale Coiners. Industrial Revolution links to Brighouse town centre and mills, Rawfolds Mill Luddite rebellion, Halifax Piece Hall, Wainhouse Tower, Brighouse Railway, Calderdale Navigation Canal and Richard Oastler and his mill laws.

Year 6: WWII memorial and link to previous teacher at St Andrew's School. Bombs dropped on Pellon, Halifax and Sowerby Village.

What does greater depth look like in history?

It can be hard to identify a greater depth pupil in history as mastery in history does not look like mastery in maths. It does not simply mean knowing more about a topic. Greater depth in history has several characteristics:

- 1. Independence** – pupils show initiative in research but also in applying ideas that have already been covered. They can make links without teacher input.
- 2. Confidence** – pupils are not fazed by a puzzle or a paradox, they look for different ways to find an answer.
- 3. Application** – pupils can apply their thinking to a range of different periods across history to make links and comparisons and also to different areas of the curriculum e.g geography, mathematics.

4. Authority – pupils can evaluate and critique others' work, showing a strong understanding of the topic in order to do so.

5. Command – pupils can organise and synthesise lots of different information and bring them into a coherent shape e.g to prove a theory or to answer an enquiry question from all angles.

6. Revisiting – pupils can make connections over time e.g comparing Anglo-Saxon towns studied in year 4 to Victorian towns studied in year 5.

7. Explanation – pupils can explain to others as an expert, either verbally or via presenting information in written form.



Sticky Knowledge

In order to help children remember key facts, the 'Sticky Knowledge' identified for history will be revisited throughout school. The aim is that by the end of KS2, children can recall the key facts and use them to make links when faced with new historical concepts, resulting in deeper understanding of history.

From Year 3:

Stone Age to Iron Age:

- The Stone Age lasted for millions of years and was the time the first humans used stone tools. It ended when the Bronze Age began.
- The Bronze Age began when humans used bronze to make tools and weapons. It ended when the Iron Age began.
- The Iron Age began when humans used iron to make tools and weapons. It ended (in Britain) when the Romans invaded.
- The Bronze and Iron Ages started at different times around the world.
- The only evidence we have of the Stone Age to the Iron Age is artefacts from that time.
- The Stone Age, Bronze Age and Iron Age are periods of pre-history.
- The people who lived in Britain in the Bronze and Iron Age were known as Celts.

The Romans:

- The Romans invaded in 43AD
- They introduced new developments to Britain e.g making roads, aqueducts, heating
- After the invasion, life in Roman times was mostly peaceful.

From Year 4:

Anglo Saxons:

- Anglo-Saxon tribes invaded Britain after the Romans left but not all at once.
- Different tribes settled in different areas.
- England was split into 7 Anglo Saxon Kingdoms

Vikings:

- The Vikings began to raid Britain in the 8th Century AD.
- The Vikings were paid silver known as Danegeld to stop them invading more of Britain.
- England was separated into two parts—one Viking, one Saxon.
- England was eventually reunited under one king.

Local history:

- Brighouse hasn't always been the town it is today.
- The town grew up around the mills that made textiles and became very rich.
- People moved to Brighouse to work in the mills making textiles.
- Brighouse town centre has changed over the years as technology and society has changed.

Ancient Egypt:

- Ancient Egypt is a civilisation from before Jesus was born. (BC)
- The rulers of Egypt were known as pharaohs.
- The Egyptian civilisation depended on the River Nile for water and fertile soil for

agriculture.

- The Egyptians built pyramids as tombs for important people.
- They had many achievements—children should be able to name at least one from: early writing, early maths, creating a calendar, time keeping with shadow clocks, architecture e.g. pyramids, kings and court systems.

Crime and Punishment:

- Laws, crimes and punishments have changed over time.
- Be able to give an example of an old crime or punishment e.g. Anglo-Saxon trial by ordeal
- Be able to give a reason why crime rates might increase e.g. unemployment

Industrial Revolution:

- The Industrial Revolution was a change from hand-made products to machine-made products.
- The Industrial Revolution began in the 18th Century.
- It was a time of great technological, social and economic change.
- Despite all the new technology, not everyone lived and worked in good conditions.

From Year 6:

Ancient Greece:

- Know that the Ancient Greek civilisation was before the time of Jesus (BC).
- Give an example of how Ancient Greece has influenced our society today e.g. democracy, Olympics, architecture.
- Know at least one difference between Athens and Sparta

Maya Civilisation:

- Know that the Maya were around in Central America around the same time as the Anglo-Saxons and Vikings were in Britain.
Know a similarity between the Maya and British society at that time e.g. both religious.
- Know a difference between the Britains and the Maya e.g. sacrifice only done by Maya.
- Give an example of how the Maya have influenced our lives today e.g. calendars, invention of 0, astronomy etc.
- Know that Maya people still exist today.

WWII:

- WWII began after tension built following WWI.
- Hitler was the leader of Nazi Germany.
- The war started in 1939 and ended in 1945.
- The war was between the Allies (countries including Britain and France) and the Axis powers (countries including Germany and Japan).
- Food had to be rationed because of short supply.
- Children were evacuated from cities to the countryside to keep them safe from bombs.
- The Blitz was the name for the bombing raids on Britain, especially London.
- The Home Front was the name for the war effort in Britain.
- The Front Line was the name for where the soldiers were fighting in the war.
- Hitler persecuted Jews and murdered millions of them in something known as the Holocaust.

Sticky Knowledge from KS1:

EYFS

- Understand the term 'in the past'
- Talk about events in their own past (eg When I was a baby)

Year 1

- Know the difference between past and present
- Use a simple timeline to order events in their own life (eg birth, starting school, learning to ride a bike)
- Recall an event from the past, nationally or globally (The Great Fire of London, Neil Armstrong – First man on the moon)
- Name a significant historical individual and their contribution (Rosa Parks, Mary Seacole, Florence Nightingale)

Year 2

- Know the difference between past, present and future
- Use phrases such as a long time ago, centuries ago when discussing passing of time
- Compare aspects of life now and in the past (eg Seaside holidays)
- Name a significant historical figure and their contribution to national or international history (Eg. James Cook, Grace Darling)
- Name a historical individual in own locality and their contribution or achievement (Percy Shaw – Cats eyes)

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Other book ideas/further reading
YEAR 3	Stone Age to Bronze Age Literacy link: Stone Age Boy			Bronze Age to Iron Age	Roman Empire		https://www.booksfortopics.com/stone-age-to-iron-age https://www.booksfortopics.com/romans
YEAR 4			Anglo – Saxons	Vikings Literacy link: Monster Slayer (Beowulf)		Exploring our Locality	https://www.booksfortopics.com/anglo-saxons https://www.booksfortopics.com/vikings
YEAR 5	Ancient Egypt Literacy link: The Day of Ahmed's Secret		Crime and Punishment Literacy link: The Highway Man		Turning Point in British History – Industrial Revolution		https://www.booksfortopics.com/crime-and-punishment https://www.booksfortopics.com/ancient-egypt https://www.booksfortopics.com/ancient-civilizations https://www.booksfortopics.com/victorians (Industrial Revolution - a few ideas)
YEAR 6		WWII Literacy link: Letters from the Lighthouse		Mayans		Ancient Greece Literacy link: Percy Jackson and the Lightning Thief	https://www.booksfortopics.com/ww2 https://www.booksfortopics.com/maya https://www.booksfortopics.com/ancient-greece

What does greater depth look like in history at KS2?

1. Independence

Expecting pupils to show initiative, not just in their research but also in applying ideas that have already been covered. Pupils don't need to be held back. They can apply the ideas without recourse to the teacher.

2. Confidence

Pupils are confident when finding solutions to historical problems and mysteries. Rather than being fazed by a paradox, they thrive on trying to resolve the puzzle e.g. how the tiny Athenians army was able to defeat the Persians at Marathon, or why the Mayan empire came to an end so abruptly.

3. Application

Pupils can apply their knowledge to a range of different periods of history (comparing Ancient Egypt with other ancient societies to see what 5 things they had in common) and to other areas of the curriculum.

4. Authority

Pupils have the opportunity to evaluate and critique others' work, commenting on historical skills and knowledge and suggesting edits and improvements.

5. Command

Pupils have the ability to synthesise lots of disparate pieces of information and bring them into a coherent shape. This will involve hard choices that require deep thinking.

6. Re-visiting

Pupils can use their knowledge of earlier periods of the past to make connections over time. They can identify similar themes and refer back to previous learning without being told which periods to compare.

7. Explanation,

Pupils can explain theories and facts principally to others including peers, simplifying to explain to KS1 children or giving a full oral or written explanation to the teacher. Pupils can take on the role as 'Mantle of the Expert.'

Resources

Online resources we subscribe to:

www.history.org.uk

www.keystagehistory.co.uk

Others that may be helpful:

Mrcarterrocks.wixsite.com/historyrocks

Mrtdoeshistory.com

Grammarsaurus has a history section, useful for reading comprehension, displays and knowledge organisers

