**Primary History Policy**

**Any-name School… Year**

**Name of the History Subject Leader: …………………………………………………………………………**

At Anyname school we follow the National Curriculum Programme of Study for History.

The following information is based on the NC PoS and the Early Years Foundation Stage (EYFS) Statutory Framework (March 2021)

 A full version of the National Curriculum Programme of Study for History can be viewed at https://www.gov.uk/government/publications/national-curriculum-in-england-history-programmes-of-study

The Early Years Foundation Stage (EYFS) Statutory Framework (March 2021) can be viewed at:

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

**Purpose of studying History:**A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain’s past and that of the wider world. It should inspire pupils’ curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

**Aims:**
Our history teaching aims to ensure that all pupils:

* know and understand the history of the British Isles 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 including the nature of ancient civilisations
* gain and use a wide range of historical terms and vocabulary
* 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 and ask historically valid questions and create their own structured accounts, including written narratives
* understand the methods of historical enquiry, including how evidence is used to make historical claims
* gain historical perspective by making connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales

**Attainment targets / Assessment**

The National Curriculum states that:

‘By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant (History) programme of study.’

Children’s attainment is assessed and recorded at the end of each year using the Lancashire end of Year Expectations (see separate document). This is used in conjunction with the Lancashire Key Learning document (progression in knowledge, skills and understanding.)

**Subject content**

**EYFS (**Past and Present Early Learning Goal**)**

Children at the expected level of development will:

* Talk about the lives of the people around them and their roles in society;
* Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
* Recall some important narratives, characters and figures from the past encountered in books read in class.

**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 about:

* changes within living memory – where appropriate, these should be used to reveal aspects of change in national life *e.g. the Queen’s 90th Birthday, Remembrance Day*
* events beyond living memory that are significant nationally or globally *for example the Great Fire of London*
* 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:*
	+ *Female scientists such as Marie Curie and Mary Anning (Y1)*
	+ *Caxton and Tim Berners-Lee linked to the development of new technologies (Y2)*
* 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;
* regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance;
* construct informed responses that involve thoughtful selection and organisation of relevant historical information;
* understand how our knowledge of the past is constructed from a range of sources.

In planning to ensure the progression described above through teaching the British, local and world history, 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.

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| **Pupils should be taught about:** | **In which year at our school?** |
| **1 Changes in Britain from the Stone Age to the Iron Age**  | Year 3 |
| **2 The Roman Empire and its impact on Britain**  | Year 3 |
| **3 Britain’s settlement by Anglo-Saxons and Scots** | Year 4 |
| **4 The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor**  | Year 5 |
| **5 A local history study**  | Year 3 and Year 5 |
| **6 A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066**  | Year 6 – ‘Big Picture History – e.g. communication, transport, or houses through the ages. |
| **7 A study of 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. | Year 4Overview plus Ancient Egypt. |
| **8 Ancient Greece** – a study of Greek life and achievements and their influence on the western world. | Year 5 |
| **9 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; Maya civilisation c. AD 900; Benin (West Africa) c. AD 900-1300. | Year 6The Maya |

See NC Programme of Study for more details/ideas of what could be covered in each theme.

**Planning, schemes of work, differentiation, evidence, children’s work, displays, literacy, links to other subjects, links to school priorities, audit of content/teachers’ subject knowledge, training needs etc.**

*Add your expectations for teachers here.*

**Resources:**

*Make a list here including books, websites and apps for each year group.*

Lancashire Archives - email: archives@lancashire.gov.uk

Mario - Lancashire County Council's online map-based resource tool. <http://mario.lancashire.gov.uk/agsmario/>

Lancashire County Council's Archaeology Service. https://www3.lancashire.gov.uk/environment/oldmap/

Historical Association for key information, schemes of work and other resources. <https://www.history.org.uk/>

Historical maps and links with geography <http://digimapforschools.edina.ac.uk>

Google Street View. <https://www.google.com/streetview/>

Contact skenyon.lancsenglish@outlook.com for further information.