Sedlescombe Church of England Primary School

History Policy 2024 – 2027

Adopted	April 2024
Review Cycle	Three Years
Review Date	Academic Year 2026-2027

DIOCESE OF CHICHESTER ACADEMY TRUST

Learning, Loving and Growing Together with God

Sedlescombe Vision and Values

Motto:

Learning, Loving and Growing Together with God

Values:

Aspiration	Honesty	Forgiveness
Courage	Thankfulness	Kindness

Vision:

Our school is a family where curiosity is the seed of all growth, and everyone is nurtured and challenged to learn and grow as a unique individual. Where enquiring minds are developed in a safe, loving environment where everyone belongs and is loved by God.

INTRODUCTION

At Sedlescombe Primary School we are committed to providing all children with learning opportunities to engage in history. This policy sets out a framework within which teaching and non-teaching staff can work, and gives guidance on planning, teaching and assessment. It has been developed through a process of consultation with school staff and governors.

History is about real people who lived, and real events which happened in the past. History is concerned with sequence, time and chronology and is the study of evidence about the past; it gives us a sense of identity, set within our social, political, cultural and economic relationships. History fires the children's curiosity about the past in Britain and the wider world and plays an essential part in preparing us for living and working in the contemporary world. Pupils consider how the past influences the present, what past societies were like, how these societies organised their politics, and what beliefs and cultures influenced people's actions. As they do this, children develop a chronological framework for their knowledge of significant events and people. They see the diversity of human experience, and understand more about themselves as individuals and members of society. What they learn can influence their decisions about personal choices, attitudes and values. In history, children find evidence, weigh it up and reach their own conclusions. To do this they need to be able to research, sift through evidence, and argue for their point of view – skills that are prized in adult life.

INTENT

History Vision Statement

At Sedlescombe Church of England Primary School it is our vision that History will be an inspiring, rigorous and practical subject that supports children to develop our key learning behaviours and skills for life.

Aspiration

History shows us that success is rarely easy! History learning at Sedlescombe primary school will challenge each individual child and support them in reaching their full potential. Activities will be interesting and challenging making our children not only want to succeed in each activity but want to develop their historical understanding as much as possible.

Creativity

Throughout recent history, historians, anthropologists and archaeologists have had to show increasing creativity to conduct their work in the digital age and this will translate to an array of creative opportunities in history learning. Children will have to think creatively when trying to find out about a historical period for which we have little physical evidence and when presenting findings, will have to select the most creative and relevant way of doing so.

Curiosity

Curiosity is at the heart of all history learning. Through outstanding and innovative history teaching, our children will be hungry to find out even more than they learn in class and will be encouraged to complete their own research at home. As well as being curious for facts, we will

encourage their curiosity surrounding 'why' historical events took place and offer opportunities for the children to consider what the world could be like today if certain historical events had happened differently.

Courage

Throughout their time at Sedlescombe primary school, each child will come across a multitude of inspirational figures who have shown courage and gumption despite the odds. This will in turn inspire our children to have courage in their history learning and to research and delve into history as much as they can, no matter hard or challenging it may appear at first.

Cooperation

Despite often being seen as a theoretical subject, there is an abundance of practicality in history learning and children will have opportunities to work in teams to explore primary evidence and decide and debate about what each source actually tells us. In history learning, two or more heads are always better than one so children will work in research teams, completing different roles and sharing their findings.

Independence

History as a subject actively encourages independent thought and, especially as the children move through the school, there will be a plethora of opportunities for children to challenge what they are hearing and question what they are being taught. In KS2, within certain parameters, children will have opportunities to independently select historical elements to research and will be expected to present their findings to their classmates.

Curriculum Aims

The National Curriculum 2014 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: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- 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, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- 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

Objectives:

In Key Stage 1 History, pupils should be taught to:

- 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 [for example, 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 [for example, 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/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality

In Key Stage 2 History, pupils should be taught to:

- changes in Britain from the Stone Age to the Iron Age

Examples (non-statutory)

This could include:

  - late Neolithic hunter-gatherers and early farmers, for example, Skara Brae
  - Bronze Age religion, technology and travel, for example, Stonehenge
  - Iron Age hill forts: tribal kingdoms, farming, art and culture

- the Roman Empire and its impact on Britain

Examples (non-statutory)

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, for example, 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

Examples (non-statutory)

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

Examples (non-statutory)

This could include:

- Viking raids and invasion
- 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

Examples (non-statutory)

- a depth study linked to one of the British areas of study listed above
- a study over time tracing how several aspects of 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

Examples (non-statutory)

- 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 Anglo-Saxons 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, for example, 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

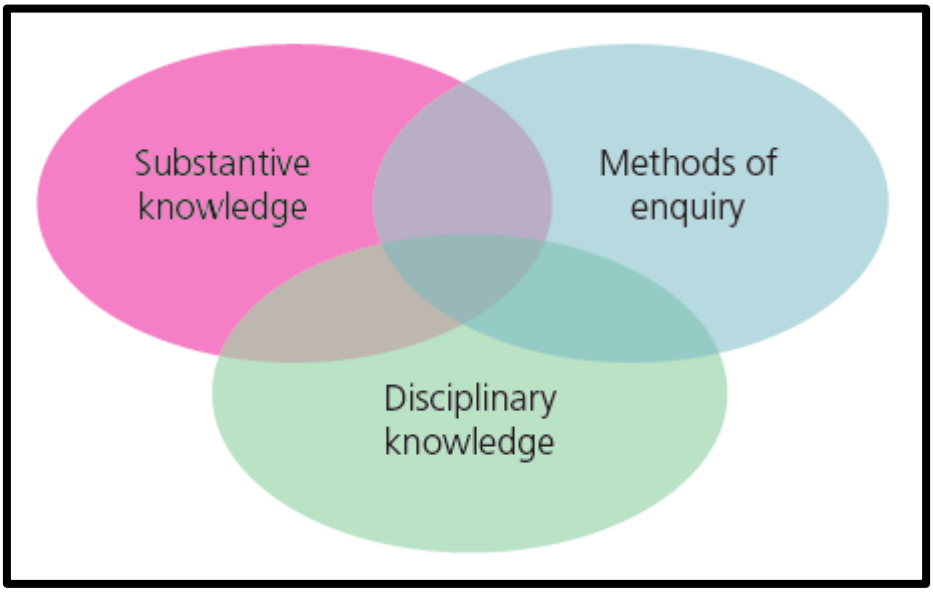
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300

IMPLEMENTATION

History Principles

Until ofsted's recent emphasis on foundation subjects, history had very much been on the back burner and had often acted as a window dressing to English; an English lesson in disguise as history. It is now important for us not to think of in this way and ensure that the correct historical content is being clearly taught.

For this reason at Sedlescombe Church of England Primary School we follow the principles of the History Association. Here is a diagram of the essential elements of a history lesson and a clear explanation below:



Substantive Knowledge: The facts, dates and events that are being taught.

Disciplinary Knowledge: Why the event took place and why it is important.

Methods of enquiry: How the history is investigated and communicated.

When these three elements are successfully combined into a lesson this is what creates outstanding learning for our pupils.

History Planning Cycle

At Sedlescombe Church of England Primary School we use the above diagram to plan our individual lessons ensuring each lesson has a combination of substantive knowledge, disciplinary knowledge and methods of enquiry.
For units of work, we follow our own individual history curriculum ensuring that the history principles are present in every lesson throughout the unit.

Our Units of History and when they are taught:

Term 1					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			Ancient Greece	The Anglo-Saxons	The Maya
			Ancient Greece- a study of Greek life	Britain's settlement by Anglo Saxons and Scots	A Non-European society that provides contrast with British History- The Maya Civilization
Term 2					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
The Gunpowder Plot	The Great Fire of London	Ancient Egypt			
Events beyond living memory - The Gunpowder Plot	Events beyond living memory - The Great Fire of London	The achievements of the earliest civilizations - Ancient Egypt			
Term 3					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			The Romans	The Vikings	
			The Roman empire and its impact on Britain	The Viking and Anglo Saxon struggle for the Kingdom of England	

Term 4					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sedlescombe Village	Florence Nightingale and Mary Seacole				
-Places and events within the local area. -Changes within living memory.	-The lives of significant individuals- Florence Nightingale and Mary Seacole				
Term 5					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		The Stone Age			World War 2
		- Changes in Britain from the Stone Age to the Iron Age			-A study of British History since 1066- WW2
Term 6					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
				The Normans	
				-A study of British History since 1066- The Battle of Hastings *-A local history study*	

Special Educational Needs and Disabilities

All pupils are entitled to access the history curriculum at a level appropriate to their needs. To ensure inclusion, teachers use a range of strategies to make sure learning is accessible to all. Independent tasks, as well as teaching, are also well-adapted to ensure full accessibility, as well as to provide appropriate challenge to different groups of learners. The school makes full use of additional adults who are deployed effectively to ensure that identified children can make progress in each curriculum area, according to their full potential.

Teaching also takes account of children's own interests to ensure topic relevance to all individual learners. Opportunities for enrichment are also fully utilised to ensure a fully inclusive and engaging history curriculum; this is supported through a number of links with places of historical interest in the immediate and wider locality as well as regular history focused trips which engage the children further through practical learning activities.

Equal Opportunities

One thing I am extremely passionate about is going against the 'white washing' of history in schools. A lot of history traditionally taught in schools focuses on white men often from the upper classes of society which is just not an accurate picture of our country's history nor that of the wider world. If this is all children learn about at primary level, not only will they not be receiving a rich and varied history curriculum, they may from a young age adopt the stereotypical view that you have to be of a certain ethnicity, gender or class to succeed. Our curriculum offers a rich and diverse view of history and within each unit we will focus on one figure or event that breaks this stereotypical mould.

Health and Safety

It is essential that class teachers ensure the health and safety of children at all times. Learning in History lessons does have less risks attached than some areas of learning due to it generally being a classroom based subject. However, the following areas do need consideration.

- When handling primary evidence, children need to wash their hands before and after use and also be aware of sharp edges or abrasive surfaces. If historical items are particularly old, dust allergies and asthma need to be considered.
- When using visitors from the local area to support history learning, it is important that they meet the standard DBS checks and are aware of all health and safety and safeguarding procedures. If potentially dangerous items such as weaponry or tools have been bright in, children will need reminding of appropriate behaviour.
- If completing historical activities in the playground or around school, children will need to be reminded of acceptable behaviour.
- History field trips are a brilliant way to learn but of course come with the risks that all off site trips contain. A thorough risk assessment needs to be carried out and a member of senior leadership will need to be liaised with.

IMPACT

Assessment Recording and Reporting

Formative Assessment

Formative assessment should be used within lessons to assess children's understanding and to adapt and change teaching to meet the needs of the children in the class. Each class is different and the children will have different interests and experiences that will impact on their learning. It is important to reflect on these when planning history units.

Formative assessment will also inform the skills and knowledge that need to be developed in subsequent history teaching to ensure that gaps in knowledge and skills are addressed and children make progress over time.

Summative Assessment

To summatively assess, it is important to refer back to the core 'sticky' knowledge to see that children are knowing more, remembering more. Assessments will be made at the end of each

unit and for each area of core 'sticky' knowledge, teachers will assess whether the child is working at the expected standard or working towards the expected standard.

This summative assessment will build up a profile of knowledge for each child as they progress through the school. This developing profile can be used to inform planning and teaching and to offer children additional support and challenge they need in their next history unit.

Monitoring

Monitoring will be undertaken by Subject Leaders in line with the Subject Leadership Policy and where the subject is in the review cycle.

In addition to this in History the Subject Leader will monitor outcomes and teaching and learning in History in the following ways.

At the end of a unit of work the Subject Leader will meet with a small group of children at different stages of development to discuss their learning and outcomes as well as having a perusal of their books. The Subject Leader will use the list of core 'sticky' knowledge for each unit to assess children's understanding of the key learning and will then feedback to the class teacher on areas of strength and points to consider moving forward to enhance children's learning. This feedback is developmental and will support all teachers to provide high quality history lessons and knowledge developing opportunities.

Review

This history policy will be reviewed every 3 years or sooner if there is a change in the curriculum or sufficient historical outcomes are not being met.