

Lanesfield Primary School



History Policy 2024 - 2025

Review: September 2025

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Definition of History

History is the story of people on the planet. It is the human story. The story of everything that people have ever done since recognizable humans first evolved. History is about real people who lived, and real events which happened in the past. It is the study of sequence, time and chronology and is the study of evidence about the past.

Pupils are taught to 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 their point of view - skills that are prized in adult life.

History Policy

This policy was updated and reviewed by Tina Power - September 2023

Our school Vision:

To create a school with a unique atmosphere and endless opportunities. Where every child is known as an individual, and instilled with the belief that anything is possible, and succeeds beyond expectation.

Curriculum Intent:

At Lanesfield, our History subject aims to inspire pupils' curiosity about the past. Every child in our school is recognised as individual and unique, and our history curriculum is rich in diversity. We offer a high-quality history education that will help pupils' gain a coherent knowledge and understanding of Britain's past and that of the wider world. Our abundant History curriculum is dedicated to motivating children through engaging activities, trips and visitors.

Through our deliverance of History from EYFS to year 6, we encourage children to ask perceptive questions, weigh evidence, think critically and develop perspective and judgement.

We aim to:

- Secure historical depth with chronological framework.
- Immerse children with specific historical and chronological vocabulary and terminology.

- Help children understand the complexities of people's lives in the past and analyse how these have shaped the way for us.
- Fulfil the National Curriculum requirements for History, in order to prepare children for next stages of learning.
- To help children understand society and their place within it, so that they develop a sense of cultural heritage.
- Further children's knowledge and explanations of change and continuity over time.
- Develop knowledge of local history in order to gain an understanding of their own history.

Our history curriculum is designed so that our pupils can:

- Compare and analyse different civilisations within the same time period.
- Compare aspects of life from different periods
- Immerse themselves in primary and secondary sources so that they can interpret information from a wide variety of sources and artefacts.
- Make and link historical enquiries from previous learning, so that they can build onto their chronological understanding and historical perspectives.
- Become mini-historians.

Our Curriculum Design:

The history curriculum is designed to ensure substantive and disciplinary knowledge is built upon year on year.

Substantive Knowledge - Is knowledge and 'substance' of our curriculum e.g. people, dates, features of something.

Disciplinary Knowledge - Is developing the skill-sets of our pupils; ensuring we encourage the children to question and interpret the past.

Asking questions such as:

How do we know that civilisations existed during these times? What evidence is there to support these ideas, if there weren't any recorded evidence from those eras? What similarities or differences are there between civilisations / people from those times (and different times)? What sources have they used to support those theories? How do we know those artefacts are from those times?

Developing such knowledge will ensure that our little historians will learn more; create links from the past; develop chronological awareness; develop their questioning skills.

To be able to do this, in each year group that they are in, lessons are taught chronologically, so that the most recent event that they are studying is taught first, and the topic that is the furthest away in time is taught last. This is because chronology is a very abstract concept for children to understand; therefore, within their year group, the teachers can confidently explain that on a timeline, this topic was further back than this topic. So that even our youngest children, who have very little understanding of dates and time lines, can begin to grasp the foundations of chronology. Whilst our older children begin to link together the various time periods and understand that, various civilisations were concurrent with each other. They begin to intertwine their knowledge of the various civilisations, for example, that Greeks, Romans and Egyptians were all influential on each other; that Julius Caesar met Cleopatra etc. and can comprehend that although various civilisations were running simultaneously, some were stronger and more powerful at different periods of time.

Link the Past: Beginning in EYFS, the children first start to develop their understanding of history, by being introduced to the concepts of their families, people who help them, different types of clothing, toys, buildings, the farm (since every early civilisation begins with farming) and their local surroundings. This knowledge is then built on throughout their Lanesfield journey so that they learn how history interacts within the various realms of the curriculum. They slowly begin to understand how history links together, until they can cross-reference various topics throughout the National Curriculum.

Chronological awareness: is about sequencing the past, telling the 'story' of 'hi'story' and having an understanding of time and place throughout the past. During each topic week, timelines are re-visited so that children are continually accessing chronology. These lessons are encouraged to be recreated in a practical manner so that retention is maintained.

Continuity and Change: is discussed in depth to ensure children can see the progression and technological advancements across the world. This engenders discussions in many capacities including: political, social and ethical areas.

Cause and Effect: is then debated. It provokes conversations on the implications that changes have on communities around the world.

Significance and Interpretation: is taught so that our pupils question the integrity of the source that information came from. Promoting questioning of validity if there weren't any written records during particular eras. Ensuring they understand the difference between primary and secondary sources.

Planning and Carrying Out Historical Enquiries: Enabling children to focus on a topic area and arming them with the knowledge and skills to make judgements about the Topic's intent. E.g. What changes did Queen Victoria make, for the

benefit of her subjects? Was the Battle of Britain a significant turning point in history?

Vocabulary: Every topic week, children are given technological terminology linked to their topic, along with common words and phrases related to the passing of time: vocabulary that links, conversations, topics and chronology. This is to enrich their speech and grammar, so that they can build an embankment of historical vocabulary that is then translated and articulated into cross-curricular writing. Empowering them as historians.

Key Concepts:

Sources: primary and secondary

Archaeology / anthropologists/ excavation/ artefacts

Religious beliefs / rituals / sacrifices

Migration / immigration/ voyage / expeditions

Social Justice / Class systems / Slavery

Conflict / war / battle

Civilisations / societies/ empires / territories

Medicine / remedies

Monarchy / rulers / sovereigns / emperors / leaders / dictators

Law / rules / crime / punishments

Second Order Concepts

Chronological understanding

Historical Enquiry

Similarity and Difference

Change and Continuity

Cause and Consequence

Interpretation of Evidence

Teaching the Sequence of History:

Using timelines to place historical periods in chronological order

Linking topics together by recapping and building onto children's prior knowledge.

Ensuring children are given technical vocabulary that they can use in their cross-curricular writing.

Providing children with the opportunities to see and use a variety of primary and secondary sources to help them develop historical enquiries via workshops and off-site visits.

Enable children to learn about significant events; civilisations and people throughout their Lanesfield journey, so that they can compare, interpret, analyse and evaluate information. Therefore, enabling them to make conclusions on the key concepts they are studying, before presenting their historical knowledge through the use of technology; presentations; galleries; assemblies etc.

Curriculum Implementation

Enabling children to think like historians, is about cultivating the children's cultural capital, giving them the opportunities to be fully immersed within historical concepts. We do this by planning off-site visits or on-site specialist workshops that are based on specific enquiries: linked to their learning. This enables children to delve into the past; experience significant historical aspects, which are often very abstract ideas for children to fully understand. Therefore, visits are carefully considered, so that the children are fully submerged in a stimulating environment. When learning is fun and engaging, understanding and progression naturally follows. Often, such opportunities do not arise; therefore, it is a great way for children to visualise and experience opportunities of the past, which they may otherwise never get to experience. It is also the perfect opportunity for all of our visual and auditory learners, who can sometimes get overwhelmed when learning in classrooms. We understand that children learn in different ways and therefore seek to provide a variety of different learning opportunities for them. Tell me and I forget: show me and I may remember: involve me and I will learn and understand.

We acknowledge that historical concepts can be interpreted in a multitude of ways, especially since we know that there are no exact answers in history! Therefore, questioning is key during history topics and independent research time enables them to further develop their lines of enquiry.

From EYFS, who learn about the world around them, from the development matters framework; onto children in Nursery and Reception, who experience how the world is different now to when it was in the past, using 'artefacts' toys / clothes from the past. They explore their lives and the lives of their families and identify similarities / changes from when their parents / grandparents were young. Children will also evaluate situations that they have encountered and compare them to images / stories they have read from the past. Once they have reached the end of Reception, children should be able to articulate changes in the past, making comparisons from the past to the present, relating them to personal experiences, those of their peers and characters from stories and figures they are familiar with.

In key stage 1 and 2 The National Curriculum is used to organise and plan the curriculum, building on the children's coherent knowledge of Britain and the wider world. We ensure that learning opportunities are available for all children of all abilities and needs to develop and deepen their skills and knowledge in each unit and we build progression into the scheme of work so that children are increasingly challenged as they progress through their Lanesfield Journey.

In key stage 1 and 2 their substantive knowledge (historical knowledge) and disciplinary knowledge (enquiry skills) will deepen and develop as they progress through units of work, building on chronology, topic by topic. For example

In Key Stage 1 and in Key Stage 2, children learn about their local area including the history of Lanesfield / Wolverhampton, The Cadbury family and Shakespeare in neighbouring Stratford. Alongside this, they will extend their investigation skills by establishing if key people in history were significant people - such as: Rosa Parks, Guy Fawkes, Florence Nightingale, Mary Seacole, Christopher Columbus, Neil Armstrong and Shakespeare. They will further extend this knowledge, by evaluating and analysing if key events in history were significant turning points in history. Once they have grasped this concept, they then begin to learn about earlier civilisations and how their inventions and ways of life impacted on our lives today - from the more recent Victorian era, to the Tudors;

Anglo Saxons; Vikings; Celts; Egyptians; Greeks and Romans, until they end their history journey with the earliest civilisations set in the Stone Age Era across the world: from looking at Stonehenge in England and the Maya's in Mesoamerica.

We strive to allow our children to develop their chronological thinking through cross curricular and year groups links throughout both Key Stage 1 and Key Stage. Therefore, teachers refer back to previous topics that have been taught and make links with new topics.

KS1: N.C.1.1; N.C.1.2; N.C.1.3; N.C.1.4; KS2: N.C.2.1; N.C.2.2; N.C.2.3; N.C.2.4; N.C.2.5; N.C.2.6; N.C.2.7; N.C.2.8; N.C.2.9

Year group	Autumn	Spring	Summer
Year 1 (Red)	The Gun Powder Plot: <i>What was the Gunpowder Plot and how do we remember it?</i> N.C. 1.2	The Cadbury Family: <i>What impact did John Cadbury have on the people who worked for him?</i> N.C. 1.1 and 1.4	The Royals: <i>What exciting events have occurred during the reign of our monarchs?</i> N.C.1.1 & 1.3
Significant person	David Attenborough		
Year 1/2 (Yellow)	Rosa Parks: <i>Who is Rosa Parks and why is she a significant person in history?</i> 1.1 and N.C. 1.3	The Great Plague: <i>How did the Great Plague affect the people in the United Kingdom?</i> N.C. 1.2	Explorers: <i>How are Neil Armstrong and Christopher Columbus alike?</i> N.C. 1.5
Significant person	Amelia Earhart		
Year 2 (Pink)	Nurturing Nurses: <i>Florence Nightingale and Mary Seacole: how are they similar and different?</i> N.C. 1.2	History of Lanesfield and Wolverhampton: <i>What significant event occurred in the 1800's in Lanesfield?</i> NC 1.4	The Great Fire of London: <i>Why did the Great Fire of London Spread so quickly?</i> NC 1.2
Significant person	Steve Jobs		
Year 3 Green	Wenlock Olympics: <i>How did Dr William Penny Brookes inspire the modern Olympics?</i> NC 2.5	Anglo Saxons: <i>Why did the Anglo-Saxons want to invade and then settle in England?</i> NC 2.3 and N.C. 2.4	Egyptian Civilisation: <i>What are the Egyptians' greatest achievements and why?</i> N.C. 2.7
Significant person	Greta Thunberg		
Year 3 / 4 Blue	The Tudors: Shakespeare: <i>Why is William Shakespeare important?</i> NC 2.5	The Aztecs: <i>How Did the Aztecs Build Their Empire?</i> NC 2.5	Alexander the Great: <i>Why is Alexander the Great considered great?</i> N.C. 2.6
Significant person	Marcus Rashford		
Year 4 Orange	The Tudors: <i>How did the changing Tudor monarchy impact religion in England?</i> 2.6	The Vikings: <i>What is the impact of Viking's Danelaw after settling in Britain?</i> N.2.3 and N.C. 2.4	Indus Valley: <i>What achievements did the citizens of the Indus Valley make?</i> NC 2.7
Significant person	Frida Kahlo		
Year 5 Purple	The Industrial Revolution: <i>How has the Industrial Revolution influenced our local areas?</i> NC 2.5	The Kingdom of Benin: <i>When and where was The Kingdom of Benin?</i> N.C. 2.5	The Greece Civilisation: <i>What achievements did the Greeks make that influenced education today?</i> N.C. 2.8
Significant person	Coco Chanel		
Year 5/6 Lilac	The Victorian Era: <i>What changes did Queen Victoria make for the benefit of her subjects?</i> N.C.2.6	Julius Caesar - <i>How did Julius Caesar conquer the tribal kingdoms of Britain and what impact did this have on the country?</i> N.C. 2.1 and 2.2	The Maya: <i>When and where do the Maya live?</i> N.C. 2.9
Significant person	Michele Obama		
Year 6 Indigo	WW2 - <i>Was the Battle of Britain a significant turning point in history?</i> NC 2.5 and 2.6	The Romans: <i>What impact did the Romans have on the Celts during the Iron Age before they withdrew from the country? (753BC - 476AD)</i> NC 2.2	Stone & Bronze Age: <i>How did Britain change from the Stone Age to the Iron Age?</i> NC 2.1
Significant person	Ernest Shackleton		

This will enable our children to evaluate and analyse how history has impacted their lives today. All children, from Early Years to Year 6, will experience relics from the past, whether it be from going on school visits; on-site workshops; looking at artefacts, photographs, reading books or talking to specialists, we will endeavour to create an enriching and captivating environment so that we can support, scaffold and deepen the children's collaborative and independent research, to make them confident historians.

Through the teaching of the History curriculum, pupils at Lanesfield Primary School will be given the opportunity to:

- know and understand history as a chronological narrative, from the most recent to the earliest times.
- Understand that time periods overlap, that various civilisations were around at the same time (the Greeks / Romans / Egyptians) (Anglo Saxons and Vikings) That Shakespeare was set in the Tudor times etc...
- understand that inventions from the past shaped and influenced Britain
- understand terms from the National Curriculum, that can be abstract to children 'empire', 'civilisation', and 'peasantry'
- understand that historical concepts have caused controversy such as different religions have led to battles and wars,
- understand abstract concepts such as: continuity and change, cause and consequence, similarity, difference and significance,
- understand how life has changed through different periods of time and how new technologies affected everyday life.
- to formulate historically - valid question such as: were people from ancient civilisations, such as the Egyptians, cleverer than scientists today, who have modern technology to help them?
- to make connections, draw contrasts, analyse trends
- to lead their own learning by using their I-pads for independent research; presentations; digital art
- create their own structured accounts, including cross-curricular, written narratives and analyses understand and develop their methods of historical enquiry.

Inclusion:

At Lanesfield Primary School, we believe that all children are entitled to a relevant, broad and balanced curriculum regardless of any additional needs. We want every child to be submerged in their learning, so that they can reach their full potential in history. Therefore, the curriculum has been carefully sequenced, so that chronology can be understood from the earliest of years. Planning is undertaken with the various needs of the children in mind, ensuring

it is fun, active and engaging - often with school visits or on-site workshops available to all. Alongside these opportunities, the children are also encouraged to Take part in role-plays, acting and debating, so that they can also develop their speaking and listening skills.

Staff have high expectations for our children, regardless of their abilities and therefore use assessments to set appropriate challenges for all capabilities to ensure barriers to learning are removed, so that every child can succeed.

Curriculum Impact:

At Lanesfield Primary School, we are turning our children into mini-historians: we are enabling the children to gain the knowledge, historical skills and understanding they need to advance through their future education and life! Every child is an individual that has the potential to develop and become a significant person in history - it is up to us, as a Lanesfield team, to help them understand that!

Our curriculum design will lead to outstanding progress for all pupils, regardless of their background. Our sequencing and focus on chronology will progressively build on the children's prior knowledge and understanding throughout **all** ages. Class teachers will make an end of topic summary and judgement based on the historical progression guide expected for their age.

We will ensure the curriculum is regularly monitored and reviewed.

The Subject leader, SLT and our children will review topics by means of questionnaires and interviews and the feedback will be given termly, so that amends can be made as and when it is deemed necessary.

Review date: January 2025