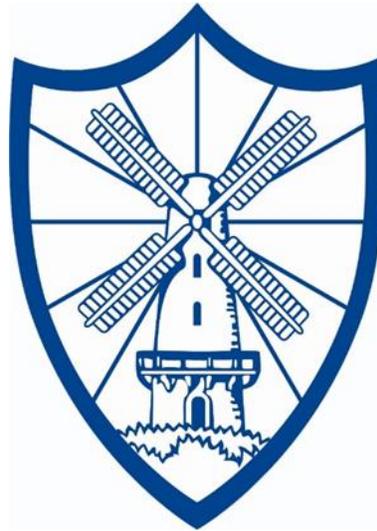




Meopham Community Academy



History Policy

This policy was reviewed by: Paul Hale/Mandy Clarke
Date: January 2020
Next Review Date: January 2022

Subject – History

To develop children's experiences and understanding of History, inspiring and igniting their curiosity about the world and how it has been shaped by the past.

Curriculum Intent:

We develop children with the following essential characteristics to help them become historians:

- An excellent knowledge and understanding of people, events and contexts from a range of historical periods, including significant events in Britain's past;
- The ability to think critically about history and communicate ideas confidently to a range of audiences;
- The ability to support, evaluate and challenge their own and others' views using historical evidence from a range of sources; The ability to think, reflect, debate, discuss and evaluate the past by formulating and refining questions and lines of enquiry;
- A respect for historical evidence and the ability to make critical use of it to support their learning;
- A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics;
- A developing sense of curiosity about the past and how and why people interpret the past in different ways.
- To enable these outcomes our History curriculum is designed to be:
 - Engaging and accessible to all learners.
 - Sensitive to children's interests, as well as the context of the local area.
 - Stimulating for pupils' curiosity to ensure they know more about the past and gain a coherent knowledge and understanding of Britain's past and that of the wider world.
 - Challenging to encourage children to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement and help pupils to begin 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.
- Practical when possible and to be integrated into different subject areas.

Character Development through

Our History curriculum at Meopham Community Academy will enable children to develop the following character traits throughout their seven years at MCA:

- **Spiritual:** Fostering the mystery of how and why events in the past happened and their many causes. Helping children to realise the incredible significance that some individuals have had in the past and how historical knowledge changes with new evidence and different interpretations of events.
- **Moral:** Encouraging pupils to comment on moral questions and dilemmas from the past. Helping children to empathise with the decisions which ordinary people made at the time, based on their historical situation. Developing open mindedness when considering the actions and decisions of people from the past.
- **Social:** Encouraging pupils to think about what past societies have contributed to our culture today. Promoting pupils own social development through working together and problem solving. The study of social issues is a common theme in History lessons. Exploring the similarities and contrasts between past and present societies and be made aware of how, in the main, we are very fortunate to live in 'the modern world'
- **Cultural:** Developing a better understanding of our multicultural society through studying links between local, British, European and world history. Gaining an understanding of and empathy with, people from different cultural backgrounds. Examining how other cultures have had a major impact on the development of 'British culture'
- **Knowledge:** Become independent, resilient and resourceful in their use of different technologies, inside and outside of their classroom.
- **Skills:** Encourage and develop creativity, problem-solving, analytical and questioning skills.
- **British Values:** British values, including those of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs are embedded in the History curriculum. Pupils explore issues such as democracy in their historical context and relate them to the modern day through studying periods such as Ancient Greece. This enables the pupils to understand how, overtime, changes happened and to evaluate their impact. By looking at the achievements of famous British people (KS1), pupils develop an awareness of how they have influenced and shaped the country in which we live. This includes an appreciation of their work. Teaching pupils to respect and value diversity is encouraged in the day to day teaching and learning through showing respect for different viewpoints and ideas as well as in the ability to work effectively together both individually and in groups.

Enrichment

- Residential visits
- Day trips and visits
- Local community visits
- Visiting professionals e.g. a visiting Viking
- Use of local community e.g. residents who lived during the war

Curriculum Implementation

- The history curriculum in KS1/2 is delivered through individual lessons but also through topics with different subject areas as appropriate.
- Teachers have identified the key knowledge and skills of each blocked topic and consideration has been given to ensure progression across topics throughout each year group across the school.
- Each Year Group ensures their lessons are appropriate to the needs and interests of their cohorts.
- At the beginning of each topic, children are able to convey what they know already as well as what they would like to find out. This informs the programme of study and also ensures that lessons are relevant and take account of children's different starting points.
- Each term has a different overarching topic - ; this is linked to the national curriculum programme of study.
- Consideration is given to how greater depth will be taught, learnt and demonstrated within each lesson, as well as how learners will be supported in line with the school's commitment to inclusion.
- Cross curricular outcomes in history are specifically planned for, with strong links between history and morning English lessons identified, planned for and utilised.
- The local area is fully utilised to achieve the desired outcomes, with extensive opportunities for learning outside the classroom embedded in practice.
- A scheme of work is used alongside own year group planning to ensure consistency in year groups.
- A monitoring schedule is in place and an overview to ensure progression and consistency.
- The Early Years Foundation Stage (EYFS) follows the 'Development Matters in the EYFS' guidance which aims for all children in reception to have an 'Understanding of the World; people and communities, the world and technology' by the end of the academic year.

Impact

- Outcomes in topic and English books, evidence a broad and balanced History curriculum and demonstrate children's acquisition of identified key knowledge.
- Children review their successes in achieving the lesson intentions at the end of every session and are actively encouraged to identify their own target areas, with these being identified, shared and verified by teachers as necessary.
- Children also record what they have learned comparative to their starting points at the end of every topic.
- Emphasis is placed on analytical thinking and questioning which helps pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world and are curious to know more about the past. Through this study pupils learn to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement
- Children are able to learn about careers related to history from members of the local and wider community with specialist skills and knowledge, ensuring that they are well prepared for the next steps of their education.

National Curriculum Requirements of History at 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**
- **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/or Florence Nightingale and Edith Cavell)
- **significant historical events, people and places in their own locality.**

Knowledge, Skills and Understanding breakdown for History

Year 1

Chronological understanding	Knowledge and interpretation	Historical enquiry
<ul style="list-style-type: none"> • Can they put up to three objects in chronological order (recent history)? • Can they use words and phrases like: old, new and a long time ago? • Can they tell me about things that happened when they were little? • Can they recognise that a story that is read to them may have happened a long time ago? • Do they know that some objects belonged to the past? • Can they retell a familiar story set in the past? • Can they explain how they have changed since they were born? 	<ul style="list-style-type: none"> • Do they appreciate that some famous people have helped our lives be better today? • Do they recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago? • Do they understand that we have a queen who rules us and that Britain has had a king or queen for many years? • Can they begin to identify the main differences between old and new objects? • Can they identify objects from the past, such as vinyl records? 	<ul style="list-style-type: none"> • Can they ask and answer questions about old and new objects? • Can they spot old and new things in a picture? • Can they answer questions using a artefact/ photograph provided? • Can they give a plausible explanation about what an object was used for in the past?

Year 1 (Challenging)

<ul style="list-style-type: none"> • Can they put up to five objects/events in chronological order (recent history)? • Can they use words and phrases like: very old, when mummy and daddy were little? • Can they use the words before and after correctly? • Can they say why they think a story was set in the past? 	<ul style="list-style-type: none"> • Can they explain why certain objects were different in the past, e.g. iron, music systems, televisions? • Can they tell us about an important historical event that happened in the past? • Can they explain differences between past and present in their life and that of other children from a different time in history? • Do they know who will succeed the queen and how the succession works? 	<ul style="list-style-type: none"> • Can they answer questions using a range of artefacts/ photographs provided? • Can they find out more about a famous person from the past and carry out some research on him or her?
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Knowledge, Skills and Understanding breakdown for History

Year 2

Chronological understanding	Knowledge and interpretation	Historical enquiry
<ul style="list-style-type: none"> • Can they use words and phrases like: before I was born, when I was younger? • Can they use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning? • Can they use the words 'past' and 'present' accurately? • Can they use a range of appropriate words and phrases to describe the past? • Can they sequence a set of events in chronological order and give reasons for their order? 	<ul style="list-style-type: none"> • Can they recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they did later? • Can they explain how their local area was different in the past? • Can they recount some interesting facts from an historical event, such as where the 'Fire of London' started? • Can they give examples of things that are different in their life from that of their grandparents when they were young? • Can they explain why Britain has a special history by naming some famous events and some famous people? • Can they explain what is meant by a parliament? 	<ul style="list-style-type: none"> • Can they find out something about the past by talking to an older person? • Can they answer questions by using a specific source, such as an information book? • Can they research the life of a famous Briton from the past using different resources to help them? • Can they research about a famous event that happens in Britain and why it has been happening for some time? • Can they research the life of someone who used to live in their area using the Internet and other sources to find out about them?

Year 2 (Challenging)

<ul style="list-style-type: none"> • Can they sequence a set of objects in chronological order and give reasons for their order? • Can they sequence events about their own life? • Can they sequence events about the life of a famous person? • Can they try to work out how long ago an event happened? 	<ul style="list-style-type: none"> • Can they give examples of things that are different in their life from that of a long time ago in a specific period of history such as the Victorian times? • Can they explain why someone in the past acted in the way they did? • Can they explain why their locality (as wide as it needs to be) is associated with a special historical event? • Can they explain what is meant by a democracy and why it is a good thing? 	<ul style="list-style-type: none"> • Can they say at least two ways they can find out about the past, for example using books and the internet? • Can they explain why eye-witness accounts may vary? • Can they research about a famous event that happens somewhere else in the world and why it has been happening for some time?
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Weaving Historical Knowledge, Skills and Understanding into the new National Curriculum

**Key Stage 2:
History**



National Curriculum Requirements of History at 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

National Curriculum Requirements of History at Key Stage 2

Pupils should be taught about:

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

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 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

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
- 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 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 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, e.g. the first railways or the Battle of Britain

National Curriculum Requirements of History at Key Stage 2

Pupils should be taught about:

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.

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.

Ancient Greece – a study of Greek life and achievements and their influence on the western world.

Knowledge, Skills and Understanding breakdown for History

Year 3

Chronological understanding	Knowledge and interpretation	Historical enquiry
<ul style="list-style-type: none"> • Can they describe events and periods using the words: BC, AD and decade? • Can they describe events from the past using dates when things happened? • Can they describe events and periods using the words: ancient and century? • Can they use a timeline within a specific time in history to set out the order things may have happened? • Can they use their mathematical knowledge to work out how long ago events would have happened? 	<ul style="list-style-type: none"> • Do they appreciate that the early Brits would not have communicated as we do or have eaten as we do? • Can they begin to picture what life would have been like for the early settlers? • Can they recognise that Britain has been invaded by several different groups over time? • Do they realise that invaders in the past would have fought fiercely, using hand to hand combat? • Can they suggest why certain events happened as they did in history? • Can they suggest why certain people acted as they did in history? 	<ul style="list-style-type: none"> • Do they recognise the part that archaeologists have had in helping us understand more about what happened in the past? • Can they use various sources of evidence to answer questions? • Can they use various sources to piece together information about a period in history? • Can they research a specific event from the past? • Can they use their 'information finding' skills in writing to help them write about historical information? • Can they, through research, identify similarities and differences between given periods in history?

Year 3 (Challenging)

<ul style="list-style-type: none"> • Can they set out on a timeline, within a given period, what special events took place? • Can they begin to recognise and quantify the different time periods that exists between different groups that invaded Britain? 	<ul style="list-style-type: none"> • Can they begin to appreciate why Britain would have been an important country to have invaded and conquered? • Can they appreciate that war/s would inevitably have brought much distress and bloodshed? • Do they have an appreciation that wars start for specific reasons and can last for a very long time? • Do they appreciate that invaders were often away from their homes for very long periods and would have been 'homesick'? 	<ul style="list-style-type: none"> • Can they begin to use more than one source of information to bring together a conclusion about an historical event? • Can they use specific search engines on the Internet to help them find information more rapidly?
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Knowledge, Skills and Understanding breakdown for History

Year 4

Chronological understanding	Knowledge and interpretation	Historical enquiry
<ul style="list-style-type: none"> • Can they plot recent history on a timeline using centuries? • Can they place periods of history on a timeline showing periods of time? • Can they use their mathematical skills to round up time differences into centuries and decades? 	<ul style="list-style-type: none"> • Can they explain how events from the past have helped shape our lives? • Do they appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences? • Do they know that people who lived in the past cooked and travelled differently and used different weapons from ours? • Do they recognise that the lives of wealthy people were very different from those of poor people? • Do they appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past? 	<ul style="list-style-type: none"> • Can they research two versions of an event and say how they differ? • Can they research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings? • Can they give more than one reason to support an historical argument? • Can they communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out?

Year 4 (Challenging)

<ul style="list-style-type: none"> • Can they use their mathematical skills to help them work out the time differences between certain major events in history? • Can they begin to build up a picture of what main events happened in Britain/ the world during different centuries? 	<ul style="list-style-type: none"> • Can they recognise that people's way of life in the past was dictated by the work they did? • Do they appreciate that the food people ate was different because of the availability of different sources of food? • Do they appreciate that weapons will have changed by the developments and inventions that would have occurred within a given time period? • Do they appreciate that wealthy people would have had a very different way of living which would have impacted upon their health and education? 	<ul style="list-style-type: none"> • Can they independently, or as part of a group, present an aspect they have researched about a given period of history using multi-media skills when doing so?
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Knowledge, Skills and Understanding breakdown for History

Year 5

Chronological understanding	Knowledge and interpretation	Historical enquiry
<ul style="list-style-type: none"> • Can they use dates and historical language in their work? • Can they draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.? • Can they use their mathematical skills to work out exact time scales and differences as need be? 	<ul style="list-style-type: none"> • Can they describe historical events from the different period/s they are studying/have studied? • Can they make comparisons between historical periods; explaining things that have changed and things which have stayed the same? • Can they explain the role that Britain has had in spreading Christian values across the world? • Can they begin to appreciate that how we make decisions has been through a Parliament for some time? • Do they appreciate that significant events in history have helped shape the country we have today? • Do they have a good understanding as to how crime and punishment has changed over the years? 	<ul style="list-style-type: none"> • Can they test out a hypothesis in order to answer a question? • Do they appreciate how historical artefacts have helped us understand more about British lives in the present and past?

Year 5 (Challenging)

<ul style="list-style-type: none"> • Can they create timelines which outline the development of specific features, such as medicine; weaponry; transport, etc. 	<ul style="list-style-type: none"> • Do they appreciate how plagues and other major events have created huge differences to the way medicines and health care was developed? 	<ul style="list-style-type: none"> • Can they research the life of one person who has had an influence on the way Great Britain is divided into four separate countries?
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Knowledge, Skills and Understanding breakdown for History

Year 6

Chronological understanding	Knowledge and interpretation	Historical enquiry
<ul style="list-style-type: none"> • Can they say where a period of history fits on a timeline? • Can they place a specific event on a timeline by decade? • Can they place features of historical events and people from past societies and periods in a chronological framework? 	<ul style="list-style-type: none"> • Can they summarise the main events from a specific period in history, explaining the order in which key events happened? • Can they summarise how Britain has had a major influence on world history? • Can they summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently? • Can they describe features of historical events and people from past societies and periods they have studied? • Can they recognise and describe differences and similarities/ changes and continuity between different periods of history? 	<ul style="list-style-type: none"> • Can they look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint? • Can they identify and explain their understanding of propagandaa? • Can they describe a key event from Britain's past using a range of evidence from different sources?

Year 6 (Challenging)

<ul style="list-style-type: none"> • Do they appreciate that some ancient civilizations showed greater advancements than people who lived centuries after them? 	<ul style="list-style-type: none"> • Can they suggest relationships between causes in history? • Can they appreciate how Britain once had an Empire and how that has helped or hindered our relationship with a number of countries today? • Can they trace the main events that define Britain's journey from a mono to a multi-cultural society? 	<ul style="list-style-type: none"> • Can they suggest why there may be different interpretations of events? • Can they suggest why certain events, people and changes might be seen as more significant than others? • Can they pose and answer their own historical questions?
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