

East Ayton



Primary  
School

## **Traditional Values, Modern Vision**

### **History Policy**

Reviewed: December 2023

Next review due: December 2025



# East Ayton Primary School



## History

### *Rationale*

As a school, we believe that a high-quality history education will help pupils gain a **coherent knowledge and understanding of Britain's part and that of the wider world**. We aim to **inspire pupils' curiosity** to know more about the past and encourage them to **question** why people interpret the past in different ways. The high-quality teaching of history within East Ayton Primary School encourages children to ask **perceptive questions** as well as developing skills such as **thinking critically, being able to weigh evidence, sift arguments and develop perspective and judgment**. It is our role as a school to ensure that our pupils experience a rich and relevant curriculum not just gaining knowledge of Britain's past, and our place in the world, but helping them to understand the **challenges of our own time**, through studying the past and gaining skills for the future.

### *Aims*

- To gain a coherent knowledge and understanding of significant aspects of history both in Britain's past and that of the wider world, to help stimulate children's curiosity to know more about the past.
- To develop an understanding of chronology, being able to discover information from, and create timelines.
- To develop pupils' oracy skills and encourage them to ask perception questions using their own knowledge and understanding as well as thinking critically, weighing evidence, sifting arguments, and developing perspective and judgement.
- To being to understand the complexity of people's lives, the process of changes over time within many different aspects, the diversity of societies and relationships between different groups, as well as their own identify and the challenges of their time.

### *Key Concepts*

Children will learn about civilisations, culture, the monarchy and historical events and changes in Britain and the wider world. They will know what it means to live in a democracy, learning about politics and how this has shaped society. They will learn about chronology and draw on several sources to collect their evidence.

### *Skills Progression*

In Key Stage 1 children being to develop an awareness of the past, using common words and phrases relating to the passing of time. They start to know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of living in different periods. They demonstrate a growing confidence and accuracy when using common place historical vocabulary. Through literacy and drama, children become able to ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. Children start to use, and begin to evaluate, some of the ways in which we find out about the past and identify different ways in which it is represented.

In KS1 children learn about the history of toys to develop their understanding of past and present and to identify similarities, differences and how and why things change over time. Children also investigate 'events beyond living memory,' to develop a growing sense of chronology and awareness of time and changes over time. As part of this focus children study the Great Fire of London and readdress how homes have changed over time, building on the knowledge and skills learned during EYFS topics. Children then go on to learn about significant people in their local area before looking at significant people from a wider scale.

In Key Stage 2, our curriculum gives pupils a strong grounding in British history, from the first settlement through Roman Britain, the Vikings, Anglo-Saxons, the medieval period and up to the Industrial Revolution and Britain during the two World Wars. While studying these periods, the units explore the historical concepts of change and continuity, perspective, cause and consequence, similarity and difference and significance. We have carefully selected the units exploring world history to provide global coverage and introduce a number of themes. The unit on Ancient Greece introduces key ideas around power and its legitimacy, Ancient Egypt gives insight into the progress and achievements of this African nation and the study of Mayan civilisation provides contrasts with Stone Age Britain and Ancient Egypt.

Knowing more and remembering more is the crux of our history curriculum. Throughout, connections and comparison are made between events and individuals and pupils are taught the substantive content which defines each period. This knowledge is meticulously planned for and elaborated upon. Learning from previous lessons is retrieved regularly and knowledge from previous topics is recalled and built upon.

The curriculum is deliberately ambitious. It challenges pupils to make connections across time and places and between significant people. It continually explores equalities, fundamental British Values and cultivates SMSC development. It sets up pupils for a life-long love and understanding of an important subject while providing a foundation of understanding that will make them curious, informed, and active citizens of this country and the world.

Local studies are interwoven into the curriculum. In Year 2 children learn about Grace Darling and the local history of Scarborough and they have the opportunity to visit places related to their topic. In Year 6 children broaden and deepen their knowledge of World War 1 by carrying out local study on the bombardment of Scarborough. North Yorkshire has a rich history, and the Romans, Anglo-Saxons and Vikings all have a lasting legacy and impact here. There are a number of prehistoric sites and excavations currently ongoing in the region which allows for our children to experience archaeology relevant to their local area and studies.

## **Core Skills**

Early Years explore historical themes and content through the Understanding of the World strand of the EYFS curriculum. This involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, and time. They are assessed according to the Development Matters Attainment targets.

### **Key Stage 1 and Key Stage 2**

Across the school there are four key historical learning strands that the children will explore over the course their education and each one is addressed through a project-based approach:

- To investigate and interpret the past.
- To build an overview of history.
- To understand chronology.
- To communicate historically.

As children develop these skills in a range of contexts, so too they develop the ability to be independent learners, using the key historical skills they have gained to analyse, question, and compare sources of evidence to form their own judgements about the past, encouraging children in their first steps towards being lifelong learners.

## ***Literacy Skills***

Reading historical texts across a range of genres, such as diary entries, letters, recounts, and reports. As a historical reader to begin to consider each area as they read:

- Content: What is the text/image about?
- Structure: What form does the text/image about?
- Message: What is the writer/maker trying to say?
- Method: How is the maker/writer choosing to say it?
- Time: When was the text/image/artefact produced?
- Situation: What were the context and the location in which it was produced?
- Reason: Why was this text/image/artefact produced and for whom? Why was it produced in this particular form?
- Meaning: What can it tell me about people, places, event, society?

Speaking and listening develop through pupil engagement in:

- Group discussion to generate ideas.
- Talking through their thinking processes.
- Discussing different interpretations of a source.
- Justifying statements made.
- Pair problem-solving.
- Evaluating their own learning.

## ***Mathematical/Numeracy Skills***

Pupils to be encourages to estimate, calculate, and check their answers by:

- Recording time and dates, drawing up timelines.
- Estimating measuring size of settlements, population size as appropriate.
- Pupils giving the opportunity to choose appropriate graphical representations.
- Retrieve, interpret, and draw conclusions from data presented.
- Draw on primary and secondary data.

## ***Implementation***

### *Strategies and Teaching Resources*

Our history curriculum is underpinned by a **thorough coverage of the National Curriculum**. It is **progressive and coherent, building upon prior knowledge and allowing for constant retrieval of core content**.

The curriculum is **predominantly discrete but relevant links** are made to **other areas** where this **enhances the learning** and does not detract from coverage of progression.

The delivery of the History curriculum is underpinned by **learning pathways** which are **child friendly visual representations** of our curriculum and the **core knowledge** within each area. These are supported by knowledge organisers and a range of historical artefacts, timelines and sources of evidence to allow the children to explore their learning.

## ***Impact***

As historians at East Ayton Primary School, pupils will ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.

We **empower** ourselves as historians when we:

- Express our learning in a variety of ways
- Walk in other people's shoes and imagine how the times shaped their lives.
- Are inspired to become world changers
- Understanding how history has impacted the lives of everyone today

We will see this through children reviewing their own successes at the end of a session and will be actively encouraged to identify their next steps with support from teachers. Children will reflect at the end of topics, asking what they have learnt compared to their starting points.