

Policy for History

Rationale

At William Austin Juniors School, we believe that History is an essential part of the curriculum where children can experience rich and stimulating History lessons. Children can take an investigative approach to learning that will arouse their questioning minds in an enquiry led approach, thus gaining valuable knowledge, skills and understanding of the historical world around them. Our children can use their experiences to relate themselves and their families to the local history of Luton, the history of Europe and the wider world. They will have opportunities to make History real by searching through evidence, thinking critically and asking perceptive questions.

Curriculum

History is a foundation subject within the National Curriculum and our selection of topics is taken from the National Curriculum History programmes of study in Key Stage 2.

Over the four years, children learn about:

- a) Changes in Britain from the Stone Age to the Iron Age
- b) The Roman Empire and its impact on Britain
- c) Britain's settlement by Anglo-Saxons and Scots
- d) Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- e) A local history study –History of the Limbury and Biscot area, History of the Hat Factories and beyond.
- f) A study of an aspect or theme in British history that extends knowledge beyond 1066
- g) Achievements of the earliest civilizations (Ancient Egypt/ Shang Dynasty in China)
- h) Ancient Greece
- i) Non-European society that provides contrasts with British history; Benin (West Africa)

There are 5 key elements (“strands”) which are developed through the content outlined above. These strands are:

1. Chronological understanding
2. Knowledge and understanding of events, people and changes in the past
3. Historical interpretation
4. Historical enquiry
5. Organisation and communication

Progression in children skills and knowledge are defined by these strands; enabling most children to achieve mastery of these strands by the end of year 6.

Teaching and Learning

Emphasis is placed on the development of skills alongside factual knowledge. We focus on helping children to understand that historical events can be interpreted in different ways and encourage them to ask searching questions, such as “How do we know that?”, “What evidence is there for that” and “Why did they do that?”.

A variety of visual, auditory and kinaesthetic teaching approaches are used. This includes:

- a) teacher led lessons where information is provided;

- b) class or group discussions where children are encouraged to contribute their own ideas and questions;
- c) examination of historical evidence using primary sources (including artefacts) and secondary sources;
- d) role play;
- e) educational visits;
- f) visits to the school by guest speakers and historical drama experts

Resources

Most of the resources available for each topic are held by the year group in which they are taught. They include Smart Interactive Whiteboard screens, DVDs, videos, books, posters, photographs and artefacts. We have access to a wealth of resources available from Luton Culture. In addition, trips and workshops are organised across year groups to enhance children's historical experiences.

Planning

Planning is used to set clear objectives and to ensure work is matched to pupils' abilities, experiences and interests. It is used to aid differentiation and personalise learning so that all children have access to the breadth of study in Key Stage 2 History. Planning allows careful monitoring to take place so that progression and subject coverage is achieved throughout the school.

Long Term Planning

The Subject Leader is responsible for long term planning. The History curriculum is organised into 3 half term units for each year group, linked to the programmes of study in the National Curriculum. Teachers have access to our Curriculum Overview, which provides each year group with an overview of what they are teaching within each History topic of study.

Medium Term Planning

The Subject Leader is responsible for generating clear learning objectives for each year group, which is achieved using the guidelines from the National Curriculum. The allocated teacher in each year group has the responsibility to plan to prepare their weekly history lessons using the learning objectives. The Subject co-ordinator will assist with this when required.

Assessment

Assessment is used to:-

- a) provide information for teachers and parents;
- b) plan future teaching and learning

Book scrutiny and planning scrutiny are monitored by the Subject Leader to ensure that standards are maintained. Learning walks are carried out to make sure lessons are engaging and motivate pupils to be enthusiastic about their learning. Pupil voice dialogue ensures that the Subject Leader can take account of pupils' opinions of their learning.

Cross-curricular links

History is taught as a discrete subject based on a topic, which is linked to a book in our book based curriculum, with its own specific content and skills. However, it draws from and makes a significant contribution to core subject areas.

- 1) English – In History, we actively promote the skills of (a) reading, (b) writing, (c) speaking and listening.
 - (a) In History lessons, children are encouraged to examine and interpret texts to find evidence, thereby developing their comprehension skills. In English lessons, many of the texts used have historical content; moreover, Guided Reading texts in each year group may include historical novels, plays and biographies. Many of the writing tasks pupils complete in lesson involve the use of writing techniques that have been taught in English such as using comparative language, using persuasive language and writing from other perspectives.

(b) Free writing activities, linked to genres taught in English, are included in History throughout the school. These include the writing of diaries, letters and newspaper reports.

(c) Speaking and listening skills are developed through discussing historical questions, presenting findings to the rest of the class and role play, to encourage the development of empathy.

- 2) Mathematics – Children use numbers in a variety of ways, such as developing a sense of chronology through the use of time lines by ordering events by date.
- 3) ICT – Children use the internet to do historical research and use a variety of programmes to reinforce and extend their historical skills and knowledge.
- 4) Foundation subjects – History also contribute to and draw from Geography (through the use of map work to develop an understanding of place in History), Art and Music.
- 5) Personal, Social, Citizenship, Economic and Health Education (PSCHEE) – History contributes significantly to the teaching of PSCHEE. Children develop self-confidence by having opportunities to explain their views on a number of social questions such as how society should respond to poverty and homelessness. They discover how to be active citizens in a democratic society by learning how laws are made and changed, and they learn how to recognise and challenge stereotypes and to appreciate that racism is a harmful aspect of society. They learn how society is made up of people from different cultures and are encouraged to develop tolerance and respect for others.

Equal Opportunities

At our school, we provide learning opportunities in History that enable all pupils to make progress, whatever their ability, gender, ethnicity or social background.

Teachers use their expertise and judgement to provide a variety of differentiated activities in order to make the subject matter relevant and stimulating for all children, including Gifted and Talented and those with Special Educational Needs. Supplementary materials (e.g. Communication In Print and word banks) help to make the subject matter more accessible for SEN and EAL pupils.

Review

This policy will be monitored and reviewed by the History co-ordinator on an annual basis.

Policy updated: April 2020









Staff responsible: Tasmya Hussain





This policy was ratified by the Governing body/Local Authority on:

Signed on behalf of the Governing Body: _____ (signature)

(printed)

History Overview 2019-20

	Year 3	Year 4	Year 5	Year 6
Autumn	Changes in Britain from the Stone Age to the Iron Age 	Britain's settlement by Anglo-Saxons & Scots 	Ancient Greece 	Britain during Word War II 
	1. Late Neolithic hunter-gathers	1. The fall of the Western Roman Empire	1. How do we know about life in Ancient Greece?	1. When and why did WWII begin? (Reading lesson)
	2. Early farming	2. Scots invasions from Ireland	2. Evidence of life in Ancient Greece	2. The Home Front
	3. Skara Brae (Reading lesson)	3. Anglo Saxon settlements	3. Why was Athens so important? (Reading lesson)	3. The impact of the Blitz
	4. Bronze Age religion, technology, travel & Stonehenge	4. Anglo-Saxon village life	4. Victory over Persia	4. Evacuees
	5. Life in the Iron Age	5. Anglo-Saxon art & culture	5. Theatre, festivals and the Olympics	5. The impact of war on Luton
	6. Hill Forts and Maiden Castle	6. Anglo-Saxon Kingdoms (Reading lesson)	6. How have our lives been influenced today?	6. Rationing
7. Iron Age tribal kingdoms, art & culture	7. Anglo-Saxons & the growth of Christianity	7. Links between The Greek alphabet and our own	7. How the war was won	
Spring	The Roman Empire & its impact on Britain 	The Viking & Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor 	Local History study – The Hat Factories and beyond 	Ancient Egypt 
	Why did the Romans invade?	Anglo-Saxon life before Viking invasion	1. What was Luton like in the past?	1. Introduction to Ancient Egypt
	2. The Roman Army	2. Where did the Vikings come from? (Reading lesson)	2. The hat industry	2. Egyptian Gods and Goddesses
	3. Invasion by Claudius, Hadrian's Wall	3. Resistance by Alfred the Great and Athelstan	3. Hat factories and straw plaiting (Reading lesson)	3. Hieroglyphics
	4. Resistance to invasion - Boudicca	4. Viking invasions & Danegeld	4. The arrival of the railway	4. Why were pyramids built?
	5. How did the Romans live? (Reading lesson)	5. Viking daily life in Britain	5. The impact of Vauxhall	5. Beliefs about life after death
	6. Impact of Roman life – technology, culture & beliefs	6. Anglo-Saxon laws & justice	6. The importance of Luton Airport	6. Tutankhamun's tomb and the role of Howard Carter (Reading lesson)
7. Early Christianity & impact of the Romans today	7. Edward the Confessor, 1066 & the end of the Viking era	7. Changes in Luton from 1800 to 1900	7. The process of mummification	

	Year 3	Year 4	Year 5	Year 6
	Local History – Biscot & Limbury 	Crime and Punishment from the Anglo-Saxons to present day 	The Shang Dynasty 	Benin 
Summer	1. The history of Luton	1. Crime and punishment in 21 st century Britain	1. The origins of the Shang Dynasty	1. Why do we learn about Benin?
	2. Changes to William Austin Junior School (Reading lesson)	2. Exploring Roman crime and punishment	2. Shang leaders (Reading lesson)	2. The importance of oral testimony and artefacts
	3. Wauluds Bank – significance of pre-historic site	3. Exploring Anglo-Saxon & Viking crime and punishment (Reading lesson)	3. Royal burials and archaeology	3. Benin society
	4. Local walk - Changes in the local area	4. Exploring Tudor and Medieval crime and punishment	4. Everyday life for ordinary people	4. European settlers & trading (Reading lesson)
	5. Changes in the local area	5. Exploring crime and punishment from the Stuarts to 1800s	5. Shang writing and oracle bones	5. Changes in Benin
	6. Changes in local jobs	6. Exploring Victorian crime and punishment	6. Why did the Shang Dynasty end?	6. Should the bronzes be returned to Benin?
	7. Research – Luton fact file	7. Comparing crime and punishment in other countries	7. The achievements of the Shang Dynasty	7. Religion in Benin society