

History Policy



Believe Enjoy Succeed Together

"I can do everything through God who gives me strength"

Philippians 4:13

Cranton CE Primary School

The KEYS Curriculum

Knowledge and skills

Empower

You to

Succeed

Keys To Success



Knowledge



Skills



Vocabulary



KEYS Curriculum

Curriculum Intent

Our Curriculum has been designed by Cronton CE to provide a bespoke, unique and exciting curriculum that is tailor-made to suit our children, their learning and their futures. Every child is unique and important. They are at the centre of their learning; starting as part of a class, whole school, the local community and then on to their future role in modern Britain and as a future global citizen. Our KEYS curriculum develops each child and the understanding that **K**nowledge and skills **E**mpower **Y**ou to **S**ucceed.

We maintain a broad and balanced approach to our curriculum, which alongside English and Mathematics will provide our children with skills, knowledge and vocabulary rich experiences that excite and engage. We will foster attitudes and qualities which will enable them to become confident, caring, respectful and responsible citizens. We offer a spiritual, moral, social and cultural experience for all through our curriculum and also through extra-curricular clubs and activities, day trips and residential experiences in KS2. We use a wide variety of resources to assist us in delivering this bespoke curriculum including specialist teachers, visits and curriculum enhancements and ensure links and relationships are meaningful to the children and their learning.

Our curriculum is planned to ensure it will build upon what children already know in a sequential way to give them powerful knowledge and skills while making relevant links to secure their understanding of the world around them. We ensure that all children receive quality first teaching for every subject with high of expectations for all. We provide a quality education that is inclusive and equips our children to be lifelong learners.

Our KEYS Curriculum:

Develops each child with, **KNOWLEDGE**, **SKILLS** and **VOCABULARY**. It is broad, balanced and has clear progression which is sequential in these areas

It is filled with rich purposeful first-hand experiences and uses sourced expertise. It develops values and the learning attitudes of **INDEPENDENCE**, **PERSERVERENCE**, **CURIOSITY**, **TEAMWORK** and **take RESPONSIBILITY to always be the BEST we can be**.

We want our children to show **RESPECT** and have **RESPONSIBILITY** to each other and in all aspects of life. It embraces children's knowledge and understanding of the developing world we live in, from our **COMMUNITY**, modern multi-cultural Britain and as a Global Citizens of the future.

Introduction

'The more you know about the past the better you are prepared for the future.'

Theodore Roosevelt

As this quote says we believe learning about significant legacies, aspects and concepts of history worldwide, nationally and locally will help equip our children to become Global citizens of the future. Through history they will develop many transferable skills, enabling them to make connections and contrasts, ask questions and build their independence by creating and presenting their own structured accounts.



KEYS Curriculum

Intent

Our core aims at Cronton CE in our history KEYS curriculum are :

To gain a chronological knowledge of Britain's past and that of the wider world

To develop a knowledge of how the past has had an influence on present life

To gain knowledge of the past within their local community of Cronton, Widnes and Liverpool.

To inspire children's curiosity to know more about the past by developing skills to implement historical enquiries.

To develop a wide range of historical vocabulary and be able to use it appropriately.

For our children to be able to discuss significant historical events and people and to be able to be able to compare lifestyles from different eras.

Implementation

All classes have at least one History topic each term, making at least a total of 3 over the year which are taught in weekly lessons. They incorporate local history links wherever possible. In key stage one, lessons are 45-60 minutes and in key stage two at least 60 minutes.

We use a variety of artefacts and sources to develop, enhance and structure the lessons. Children are taught in mixed ability groups or pairs for lessons. This enables the lower and middle attainers to get peer support during the enquiry sections.

All children have a history book which has a timeline at the back to help children with the chronology of periods and events. Lessons include opportunities to use and interpret sources and present findings. Children will be taught a wide range of historical vocabulary. It is important that children can compare eras and make links with events and people whenever possible, as well as understanding the relevance and significance of the past internationally, nationally or on our individual lives today.

Long term planning

The National Curriculum for History 2014, provides the basis for the long term planning for history taught in the school. The long term planning has been structured to ensure a good coverage of the suggested statutory and non statutory aspects of the curriculum.

In KS1 this includes studies of historical individuals and events and comparisons of familiar objects over time. In KS2 the curriculum has been designed in a broadly chronological order incorporating both British History and World history. Each year also studies a relevant local historical topic.



KEYS Curriculum

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Rosa Parks	Gunpowder Plot Toys through time		Battle of Hastings		Transport through time
Year 2	Wartime Nursing The Great Fire of London	Remembrance Day	Changes in Homes since the Victorian period		Tudor Monarchs	
Year 3	Barack Obama Different Ages		The Romans		Cronton	
Year 4	Ruby Bridges	Ancient Greece		Anglo Saxon Britain		Widnes
Year 5	Nelson Mandela Ancient Egypt		The Vikings		Crossing the Mersey	
Year 6	Martin Luther King Britain at War		Mayan civilisation		Liverpool	

Medium term planning

Creston C.E. Primary School - Subject Medium Term Plan: History	
Theme: Roman Britain &	Year Group: 3
Key Principles Links	Christian Values Links
Knowledge Independence Persistence Determination Respect	Generosity Justice Perseverance Responsibility Trustfulness Steadfastness
Skills Resilience Determination Responsibility	Hope Friendship Creativity Courage Respect Peace
	Serenity Honesty Compassion Forgiveness Truth Wisdom
	British Values Links Mutual Respect Rule of Law Individual Liberty Democracy Tolerance of Different Cultures and Religions
NEC Links - The Roman Empire and its impact on Britain	
Starting Questions Who were the Romans and what was the Roman empire? What is Hadrian's Wall? What did the Romans do for us? What was life like in a Roman settlement? What did the Romans worship?	
	Key Skills for Year 3
Chronology Develops their chronological awareness of the past, relating to the passing of time using historical language and timelines.	I know a timeline can be divided into BC and AD and I can order AD dates. I can sequence significant events within the Roman period. I can place the Stone Age, Iron Age, Roman Age and The Roman era on a prepared timeline.
Using Sources as Evidence Use different types to find out about the past. For example: Books and stories, Pictures, Objects, Internet, TV Videos.	I can compare how different versions of the same event and give reasons why they may be different. I am beginning to see the history or interest in research the past.
Constructing and Interpreting history Use sources to build up a knowledge and understanding of key features of events and	I can use subject specific Key Vocabulary relating to The Roman era. I can use different sources such as printed documents, the internet, pictures, photos, maps, artefacts, historic buildings and visits to collect information about the Romans to help answer questions.

Links to Christian Values and British Values

Link to National Curriculum Enquiry Questions forming the basis of each lesson

- Key skills shown for each section
- Chronology
 - Using sources as Evidence
 - Constructing and Interpreting History
 - Comparisons
 - Significant links



KEYS Curriculum

<p>periods involving identifying causes and consequences</p>	<p>1 Identifying feelings and general feelings about Roman usage speaking, writing, IT and drawing skills</p> <p>2 use sub questions such as "How did people...?" "What did people do for...?"</p> <p>3 use suggest sources of evidence to use to help answer questions</p> <p>4 use use dates and terms with increasing accuracy</p> <p>5 use discuss different ways of presenting information for different purposes</p> <p>6 know why the Romans built Hadrian's wall</p>
<p>Compare and identify similarities and differences of ways of lives of people across time periods and across different periods</p>	<p>1 use make connections and contrasts between Roman period history to world, religious, political, technological and cultural aspects</p>
<p>Significance and links to local or British history</p> <p>Recognise and make simple observations about what or what was important to one historical event or period. Understand how this has impacted on activity in the context of English or national local</p>	<p>1 know the layout of the Roman in our knowledge</p>
<p>Key vocabulary for time: 1 use use all Key Vocabulary from KS1 in relation to time and its addition. 1 know millennia in 1000 years</p>	
<p>Key Vocabulary for the subject:</p> <p>Empire: A person who rules an empire</p> <p>Colony: A group of men colonising living in a foreign country</p> <p>Conquered: The territory and control of a place by force</p> <p>General: A commander in the army</p> <p>Legacy: Something we inherit from the past generations and pass on to future generations</p> <p>Trade: A business. Trade is carrying to market</p> <p>Hadrian's Wall: A stone barrier built to separate the Romans and the Picts living in Scotland. It allowed Roman soldiers to control the movements of people coming into or leaving Roman Britain.</p> <p>Era: A long and distinct period of time</p> <p>Coins: Collections of tokens in Britain</p>	
<p>Picts: Tribes in Scotland</p> <p>Period: A defined length of time</p> <p>AD: Anno Domini - the year of the Lord</p> <p>Roman Empire: An empire established by and ruled by the Romans</p> <p>Romanisation of Britain: The process of becoming Roman by taking on the Roman language, British Roman culture and way of life</p> <p>Empire: A group of countries ruled by a single powerful government</p> <p>Police: A government organisation or police a country</p> <p>Culture: A way of life or the collection way people do things</p> <p>Aqueduct: Bridge for water</p> <p>Religion: A set of beliefs for a leader</p> <p>Mosaic: A picture or pattern, produced by arranging together small pieces of stone, tiles, glass</p> <p>Gladiator: A fight or wrestling by others in hunting special training or games</p> <p>Useful websites: https://www.bbc.com/history/ancient/romans/ancient_roman_britain_01.shtml https://www.roman-britain.co.uk/roman-britain-1000-years-on/ https://www.roman-britain.co.uk/roman-britain-1000-years-on/</p> <p>Roman Artifacts in topic form: Hadrian's Wall along top, Toilet bowls, Coins, Pits, Wheat stalks, Herculian Stone, Herculian Head, Gladiators, Roman battle plan</p> <p>Historical videos: visit to Hadrian's Roman museum</p>	
<p>Key knowledge:</p> <p>Timeline:</p> <p>55 BC - Julius Caesar invaded Britain for the first time</p> <p>43 BC - Julius Caesar invaded Britain again</p> <p>AD 43 - first invasion of the Romans led by Claudius</p> <p>AD 60 - Roman led by Aulus led to a rebellion against the Romans</p> <p>AD 87 - Emperor Hadrian began building Hadrian's Wall to protect the Roman lands in England from the Picts in Scotland</p> <p>AD 410 - the Romans were left Britain</p>	

Key time vocabulary shown here

Key subject specific vocabulary shown here

List of resources and artefacts

Key Knowledge here

Lesson Structure/Short term planning

Learning objectives are taken from the medium term planning. Each lesson will be based around a key question to promote enquiry. Lessons should contain the history teaching and learning lesson features, however the order of these may presented slightly different in lessons. The lesson format has been designed to ensure that the children develop vocabulary and knowledge and skills within the history curriculum.

There is no set time to be given for each section and certain lessons may have more emphasis on one part for example when developing a timeline. The experience of the teacher should be used to know when to move on with certain aspects and when to stay longer.

1 Back in time -Develop understanding of chronology through timelines and dates

2 Hook Introduce the lesson with a question

3 Vocabulary - Recap/ introduce new vocabulary

4 Knowledge and Enquiry skills- interpret sources and introduce new knowledge

5 Presentation-present findings and knowledge

6 Plenary – brief recap of key learning



KEYS Curriculum

Enrichment opportunities

Enrichment opportunities will also be provided when it is relevant and purposeful including visits and visitors. These will provide the opportunity for children to apply their knowledge. We will use cross curricular links when it is meaningful. Opportunities to work in the local area using local achievements, buildings, places and people will be used at every opportunity.

Special educational needs & disabilities (SEND)

History lessons are inclusive to pupils with special educational needs and disabilities. Within the history lesson, teachers have a responsibility to not only provide support for children with SEND but also activities that provide sufficient challenge for children who are high achievers. It is the teachers' responsibility to ensure that all children are challenged at a level appropriate to their ability.

Equal Opportunities

Positive attitudes towards history are encouraged, so that all children, regardless of race, gender, ability or special needs, including those for whom English is a second language, develop an enjoyment and confidence with history.

The aim is to ensure that everyone makes progress and gains positively from lessons and to plan inclusive lessons where all children are exposed to the different levels within the lesson. This will help develop the expected standard as well as greater depth learning.

Resources

Each topic is resourced with artefacts and books stored in the relevant classroom. There is a large timeline located outside Y5 classroom.

Health and Safety

As in all areas of the curriculum, safety of the children is paramount. Children must be taught to handle use artefacts safely and correctly and should never be allowed outside the school grounds unsupervised.

Display

History learning is supported in class by displays.

History in EYFS

History is not a discrete subject in EYFS. It is covered through the children's own experiences and through stories. It is mainly covered in ELG Knowledge and Understanding of the World, Past and Present.

- Talk about the lives of people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.
-



KEYS Curriculum

Impact

Impact will be measured through assessment throughout the history lessons and marking of books.

The impact of the history lesson will ensure that all children make good progress from their starting point and have the opportunity at working within the expected level and at greater depth. This will be shown at the end of each topic, by assessment tasks where progress and attainment can be shown.

Short book looks and subject monitoring will be done termly by the coordinator.

Each block of lessons should be assessed at the end and a monitoring sheet completed

Assessment

Assessment is an integral part of teaching and learning and is a continuous process. It is important that teachers establish prior learning and knowledge before teaching a new topic and regularly recap new learning. Teachers make assessments of children through;

- regular marking of work
- analysing errors and picking up on misconceptions
- asking questions and listening to answers
- facilitating and listening to discussions
- making observations
- end of block assessment (written task, verbal task, knowledge quiz and vocabulary quiz)

These ongoing assessments inform future planning and teaching. Lessons are adapted readily and short term planning evaluated in light of these assessments.

Coordinator monitoring sheets are completed at the end of each block by class teachers.

Homework

Homework is not normally given in History but children may be asked to research a topic in advance or deepen knowledge. Reference should be made to the homework policy.