

## History Vision Statement

1. Subject: History
2. Subject Leader: Mrs Maloney
3. Link Governor: Sarah Searle
4. Why is history important?

### Rationale

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils 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. To develop all children and young people's understanding of their place in the world; to promote curiosity and fascination - to become an active learner with a passion for history.

- To develop in all children and young people a sense of who they are locally, nationally and globally
- To develop well-rounded and successful historians, informed by the National Curriculum, and exposed to planned and differentiated lessons, taught with a clear history objective

- To develop a knowledge of chronology within which children and young people can organise their understanding of the past.

## **5. How do we teach history at St Helens Primary School?**

The national curriculum for history aims to ensure that all pupils:

§ know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.

§ know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of humankind

§ gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'

§ understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses

§ understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed

§ gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local,

regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

§ To develop skill progression across all key stages and an understanding of the passing of time, with measurable outcomes, based on formative and summative assessment

## **6. What then is our intent and ambition for all pupils taught history at St Helens Primary School?**

- For all children and young people to know what it means to be an historian - immersed in and inspired by history - with transferable skills and a sound progression of knowledge and sequenced understanding of key concepts
- For all children and young people to take responsibility and make the best of life choices learning from the past; making memorable learning experiences; helping children and young people to understand their identity personally, locally, nationally and globally.
- For all children and young people to think critically, question and challenge sources, opinions and information

## 7. Subject Content

### **In 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.

In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

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

§ 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

§ significant historical events, people and places in their own locality.

### **In 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.

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

§ the Roman Empire and its impact on Britain

§ Britain's settlement by Anglo-Saxons and Scots

§ the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

§ a local history study

§ a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

§ 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

§ Ancient Greece - a study of Greek life and achievements and their influence on the western world

§ a non-European society that provides contrasts with British history

## **8. Key concepts and skills - how are we going to get there?**

**CONCEPTS** Children and young people will have a knowledge and understanding of:

- A sense of time - with a coherent, chronological understanding
- Cause and consequence

- Continuity and change
- Historical interpretation
- Historical context
- Appreciating diversity including the nature of the British Isles

**SKILLS** Children and young people will be able to:

- Effectively use a range of artefacts and sources, analyse nature, origin, purpose, utility, accuracy and reliability – how do we know this?
- Consider causation and significance of key events
- Utilise opportunities outside the classroom including home learning to enrich experience
- Learn without limits, making cross-curricular links to secure application and mastery

Therefore history in the curriculum at St Helens Primary School will

- Ensure continuity and progression across key stages, recognising History as an enquiry subject, with a focus on skills and deepening knowledge and understanding, supported by robust assessment
- Encourage enquiry, inference, the ability to use high-order vocabulary, questioning, curiosity and communication

## 9. Early Years Foundation Stage

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. The area most relevant to history in EYFS is Understanding the World so in this area they will learn through experiences that introduce the concept of time and change.

Pupils in EYFS may be posed the question "What happened next?" after reading a story or looking at other sequences of events, such as getting dressed, planting a seed or making a sandwich. A popular focus is to get children to bring in photographs of themselves as babies and to discuss how they have changed over time.

Children will also explore patterns and routines and may be given opportunities to take part in events to celebrate time, like planting an anniversary tree. It's common for children to be encouraged to record their findings by drawing or writing.

## 10. Links with other subjects

### English

There are many opportunities across all year groups for children to further develop their English skills through their historical learning. Speaking and listening is an integral part of the way that history is taught at St Helens and children are encouraged to ask and answer questions and discuss chronological time and the impact of the past on the present. Writing opportunities are planned to enable children to apply their skills for a range of purposes. For example:

Writing non chronological reports about the topic studied, writing an empathetic piece in role as a historical figure, writing explanations of key historical events, recording findings using history vocabulary with accuracy, designing fact files for notable historical figures or events

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## Mathematics

Maths naturally has clear links to historical understanding , and through their learning, children are using and applying mathematical knowledge in understanding the progression of chronological time.

## Computing

Computing enhances our teaching of history wherever appropriate in all key stages. The children use computing in a variety of ways especially searching for images of historical artefacts and historical landmarks and sites on google maps. Computing also enables the children to research using secondary sources, word processing, and present information via PowerPoint.

## Art /Design and Technology

Learning that interconnects subjects gives greater meaning and significance to enquiries. therefore giving children the opportunity to present their historical findings using art and design technology is a key skill. These opportunities are often through modelling, map-making and informative display.

## 11. British Values

At St Helens Primary School we ensure that the teaching of geography links directly to our British values by giving the children the opportunities to:

### **Democracy**

- Take the views and opinions of others into account · Take turns and instructions from others

### **The rule of law**

- Understand the importance of safety rules when working scientifically
- Know that there are consequences in rules are not followed

#### Individual liberty

- Make choices when planning an investigation
- Others may have different points of view as to where to start

#### Tolerance

- Scientific discoveries have come from other cultures
- Religious beliefs often compete with scientific understanding

#### Mutual respect

- Work as a team
- Discuss findings
- Offer support and advice to others