

History Framework



Intent

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.

History education should be fully inclusive to every child. Our aims are to fulfil the requirements of the National Curriculum for history; providing a broad, balanced and differentiated curriculum; ensuring the progressive development of historical concepts, knowledge and skills; and for the children to develop a love for history.

Furthermore, we aim to inspire in pupils a curiosity and fascination about history that will remain with them for the rest of their lives. A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world (The 2014 Primary National Curriculum in England).

History teaching has a wide application to everyday life, teaching the children to enjoy learning about the past and to have a better understanding of the society in which they live.

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 mankind.
- 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.

Implementation

To ensure high standards of teaching and learning in history, we implement a curriculum that is progressive throughout the whole school. History is taught as part of a termly topic, focusing on knowledge and skills stated in the National Curriculum.

This provides a broad framework and outlines the knowledge and skills and taught in each Key Stage.

Teachers plan lessons for their class using our progression of knowledge and skills documents and knowledge organisers. Teachers can use these documents to plan their history lessons suitable to their class's interests and what they want to learn. The progression document ensures the curriculum is covered and the skills/knowledge taught is progressive from year group to year group.

History teaching focuses on enabling children to think as critically. A variety of teaching approaches are used based on the teacher's judgement. By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Impact

Our history curriculum is high quality, well thought out and is planned to demonstrate progression. We focus on progression of knowledge and skills and discreet vocabulary progression also form part of the units of work.

We measure the impact of our curriculum through the following methods:

- Assessing children's understanding of topic linked vocabulary before and after the unit is taught.
- Summative assessment of pupil discussions about their learning.
- Interviewing the pupils about their learning (pupil voice).
- Regular reporting of standards across the curriculum.
- Marking of written work in books.

Scheme

In History we do not follow a specific scheme.

Key stage 1

1. Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.

2. 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.
3. They should use a wide vocabulary of everyday historical terms.
4. 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.
5. 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 (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 Edith Cavell).
- significant historical events, people and places in their own locality.

Key stage 2

1. 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.
2. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.
3. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
4. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.
5. 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

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

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 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 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.

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

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 - 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.

Assessment

Assessment opportunities will take place on a regular basis during lessons to ensure understanding and progression.

Assessments will take place at the end of each topic against the learning objectives. Teacher will establish whether children are working at the expected level.

Provision for Inclusion

All pupils have equal rights to access the history curriculum. To facilitate this, teachers will set suitable learning objectives, overcome any barriers to learning and respond and adapt to pupils learning needs.

Health and Safety/Safeguarding

Hemingbrough CP Primary School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.

All North Yorkshire schools, including Hemingbrough CP School, follow the North Yorkshire Safeguarding Children Board procedures. The school will, in most circumstances, endeavour

to discuss all concerns with parents about their child/ren. However, there may be exceptional circumstances when the school will discuss concerns with Social Care and/or the Police without parental knowledge (in accordance with Child Protection procedures).

The school will, of course, always aim to maintain a positive relationship with all parents. The school's Child Protection policy is available in the policies section of the web site.

SMSC and British Values

SMSC in History at Hemingbrough, we aim to develop SMSC through History by:

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.
- Allowing pupils to see the similarities between people now and in the past and bringing them alive through primary and secondary sources, artefacts and visits and visitors. Artefacts, for example, can bring us closer to people through touching what they felt, feeling their shoes, clothes etc.

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.

British values in History at Hemingbrough, we aim to promote British values through History.

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.

Students 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 students to understand how, overtime, changes happened and to evaluate their impact.

By looking at the achievements of famous British people (KS1), students develop an awareness of how they have influenced and shaped the country in which we live. This includes an appreciation of their work.

Teaching students 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.