

# WOOD FOLD PRIMARY SCHOOL

## HISTORY POLICY

<b>Policy agreed (date):</b>	July 2023
<b>Policy published (including on website) (date):</b>	July 2023
<b>Next review (date):</b>	Ongoing to reflect practice

At Wood Fold Primary School, we aim to stimulate the children's interest, curiosity and understanding about the past. Through the curriculum, pupils will gain a knowledge and understanding of Britain's past and that of the wider world and understand how events in the past have influenced our lives today. We enable the children to think as historians with the emphasis on examining historical artefacts and primary sources.

### Aims

1. To develop knowledge of chronology within which the children can organise their understanding of the past.
2. To understand historical concepts such as continuity and change, cause and consequence, significance, similarity and difference and use them to make connections.
3. To enable children to have knowledge about the past (substantive knowledge) and a knowledge and understanding of how historians investigate the past, and how they construct historical claims, arguments and accounts (disciplinary knowledge').
4. To develop an appreciation for local history and its links to events through history.
5. To provide high-quality, engaging resources such as Ipads, VR Headsets and non-fiction/ fiction texts linked to the each year group's History content, which allows children to explore History in different ways.
6. To provide a History schema of work which is engaging and progressive in both content and skills.
7. To distinguish between historical facts and the interpretation of those facts showing an awareness of reliance, bias and different interpretations.
8. To understand how the past was different from the present and that people of other times and places may have had different values and attitudes from ours.

## How is History planned?

The intent of our History curriculum is briefly mapped out on Long Term plans and then in more depth on Breadth of Studies. Each Breadth of Study details the National Curriculum objective and the learning that children will acquire in reaching that objective (see below).

At Wood Fold we use long-term, medium-term and short-term planning to plan for our groups of learners.

The medium-term plans provide a skeleton framework, outlining what objectives will be covered and how. The short-term plans make use of the individual evaluations that teachers make following a lesson, so we are always planning for appropriate next steps and to inform future lessons.

For each unit of work in History, there are the following documents:

- **Breadth of study** – indicates the substantive and /or disciplinary knowledge that they will learn and the sequence of lessons (including component tasks) we will teach to do so.
- **Overview planning**- The unit overview planning for History combines numerous elements of the planning process; the key objectives which will be taught (rungs of the ladder); the key content which will be taught for each objective and the specific skills which will be taught in the delivery of the content. This overview planning document also contains the specific history concepts which are taught (Cause and Consequence, Continuity and Change, Similarity and Difference, Significance).
- **Learning ladder**- reflects the BOS in ladder format for children and teachers to assess against.
- **History overview**- outlining the key concepts and History skills to be covered.
- **Knowledge organiser**- key, sticky knowledge and vocabulary we want the children to learn.
- **Medium term plan**- outlines which objectives will be taught and how, with a breakdown of the sequence of learning.
- **History skills**- outlines the Historical skills the children will acquire from EYFS to Year 6. They are organised under the headings of *Chronological Knowledge*, *Evidential Enquiry and Interpretation of History*.
- **Short term plans with evaluations**- session notes.

The subject content specified in the National Curriculum has been carefully selected for each year group; we ensure that year on year there is opportunity to reflect on previous learning and use this to build on new knowledge. This is done through the themes 'Legacy, Beliefs, Power and Lifestyle'. With this, we aim for pupils to be able to make connections between new and existing knowledge. We also develop the children's historical understanding by using the key concepts of *Significance*, *Continuity and Change*, *Similarities and Difference* and *Cause and Consequence*.

As a school we teach the following definitions for these key concepts, whilst maintaining appropriate language for age and stage of learning:

### **Cause and Consequence**

*Historical events are caused by things that occurred before them. These historical events create changes that have consequences long after the event is over.*

### **Continuity and change**

*Historians seek to understand both the ways in which societies and cultures have evolved over time, as well as the ways in which certain elements have remained constant.*

### **Significance**

*In assigning historical significance, we can choose specific events, people, locations and ideas as being particularly important to us. Therefore, significance is not the same to everyone, or at all times in history. What we consider to be important can change. As a result, some events which were considered significant a century ago may not be important to us now. Alternatively, we may consider something historically significant today that no-one cared about a hundred years ago.*

### **Similarity and difference**

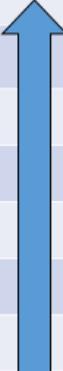
*Similarity and difference is based upon an understanding of the complexity of people's lives, differing perspectives and relationships between different groups. Asking how similar or different allows pupils to draw comparisons across people, their perspectives, motivations and actions as well as across time and space, helping children to develop a greater understanding of modern global society.*

In KS1, the children look at significant individuals who have contributed to national and international achievements such as Queen Elizabeth, Neil Armstrong, Matthew Henson and Mae Jemison. We also look at events beyond living memory such as the Great Fire of London and the first aeroplane flight by the Wright Brothers. Through the lives of significant people, the children learn about Myles Standish and his links to the Mayflower as he was born in the local area. In KS2 our History curriculum is taught chronologically, covering the Egyptians and Romans through to the Anglo Saxons and Vikings. In Year 6 the topic of Crime and Punishment enables the children to recall previous knowledge learnt about the Anglo Saxons.

Using carefully planned **Breadth of Studies and Learning Ladders** (see below), the teachers in each year group plan for depth of knowledge using Rosenshine's Medium Term Planning, ensuring component parts (tasks in different lessons) are delivered effectively to achieve the composite task. For example, in wanting the children to *understand why the fire burned for so long* (component task), *they are asked to recognise the materials the houses were made from in 1666 and look at maps of London to show the layout of the buildings* (composite tasks).

## Year 4 History

<p>Year 4 Romans</p> <p>The Roman Empire and its impact on Britain</p>	<ul style="list-style-type: none"> <li>• <b>To understand the expansion of the Roman Empire through invasion</b> (<i>Julius Caesar; end of the republic. He tried to invade Britain twice; Caesar Augustus- start of the Roman Empire; 200 years of prosperity; Romans invaded Britain and started to rule it in 43 AD- based themselves in London. Wanted Britain's precious metals; Hadrian's Wall. Power</i>) <a href="#">Link back to Egyptians power- how Egypt was formed by Menes; Pharaohs</a></li> <li>• <b>To understand how and why the Roman Armies were so successful</b> (<i>Strong military tactics; soldiers were trained and well equipped; hard to beat, which helped the Roman Empire expand</i>)</li> <li>• <b>To know about British resistance</b> (<i>Boudicca AD60, raised a huge army and went on a rampage; Roman towns of Colchester and London, St Albans; despite having 200,000 warriors, defeated by Roman soldiers who were better trained. Power</i>)</li> <li>• <b>To understand the legacy of the Romans.</b> <a href="#">Link back to the Egyptian legacy</a> (<i>Building roads and forts so they could transport soldiers around the country. New religion; ways of reading and counting; They also built things that they would have used if they were still in Italy, like bath houses and villas, idea of living in a town/ city, crossed roads creating market squares for people to trade, aqueduct. Legacy</i>)</li> <li>• To understand the importance of the afterlife (<b>Beliefs</b>) <a href="#">Link back to the Egyptian afterlife.</a></li> <li>• To know how Britain changed from the Iron Age to the end of the Roman occupation.</li> </ul>
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History Romans		
<p>The grid below helps to identify the journey pupils make towards mastering this objective. Each key objective is shared with the children at the relevant point of learning and there will be discussion around where this lesson fits into the sequence of learning.</p>		
<p>The Roman Empire and its impact on Britain.</p> <p><b>How and why were the Romans so successful in their invasion and why is the Roman Empire still significant to us today?</b></p>	Me	My Teacher
<p>To know how Britain changed from the Iron Age to the end of the Roman Occupation.</p> <p style="text-align: center;"><b>Historical concepts: continuity and change</b></p>		
<p>To know what the Romans believed about the afterlife.</p> <p style="text-align: center;"><b>Historical concepts: significance/ continuity and change / similarity and difference</b></p>		
<p>To know about the legacy of the Romans.</p> <p style="text-align: center;"><b>Historical concepts: significance / similarity and difference / continuity and change</b></p>		
<p>To know about British resistance.</p> <p style="text-align: center;"><b>Historical concepts: similarity and difference / cause and consequence</b></p>		
<p>To know how and why the Roman Armies were so successful.</p> <p style="text-align: center;"><b>Historical concepts: continuity and change / cause and consequence</b></p>		
<p>To know how the Roman empire expanded through invasion.</p> <p style="text-align: center;"><b>Historical concepts: similarity and difference / cause and consequence</b></p>		

The rungs on the ladder are created to ensure that the children can answer the Enquiry Question at the top of the ladder with depth and with sound understanding. Each rung on the ladder builds to form the objective set out in the National Curriculum that we want the children to learn and retain; to achieve this, teachers use Medium Term Planning which follows the structure linked to Rosenshine's Principles with sections set out for teachers to consider how they will break down into smaller steps. This is a careful sequence of knowledge which builds on prior knowledge. The teaching for each 'rung' will involve multiple sessions (containing component tasks) to provide depth of knowledge for that learning goal.

Learning Ladders, which set out the sequence of learning objectives for a unit, are shared at the start of each lesson. The teacher will highlight the specific rung that the children are

working on and share the learning objective for that lesson as well as the key concept they will be covering. In addition, there will be discussion around where this lesson fits into the sequence of learning, what they have done so far and where they are going next, in order that they are finally able to meet the overall objective from the National Curriculum, as well as respond to the enquiry question at the top of the ladder.

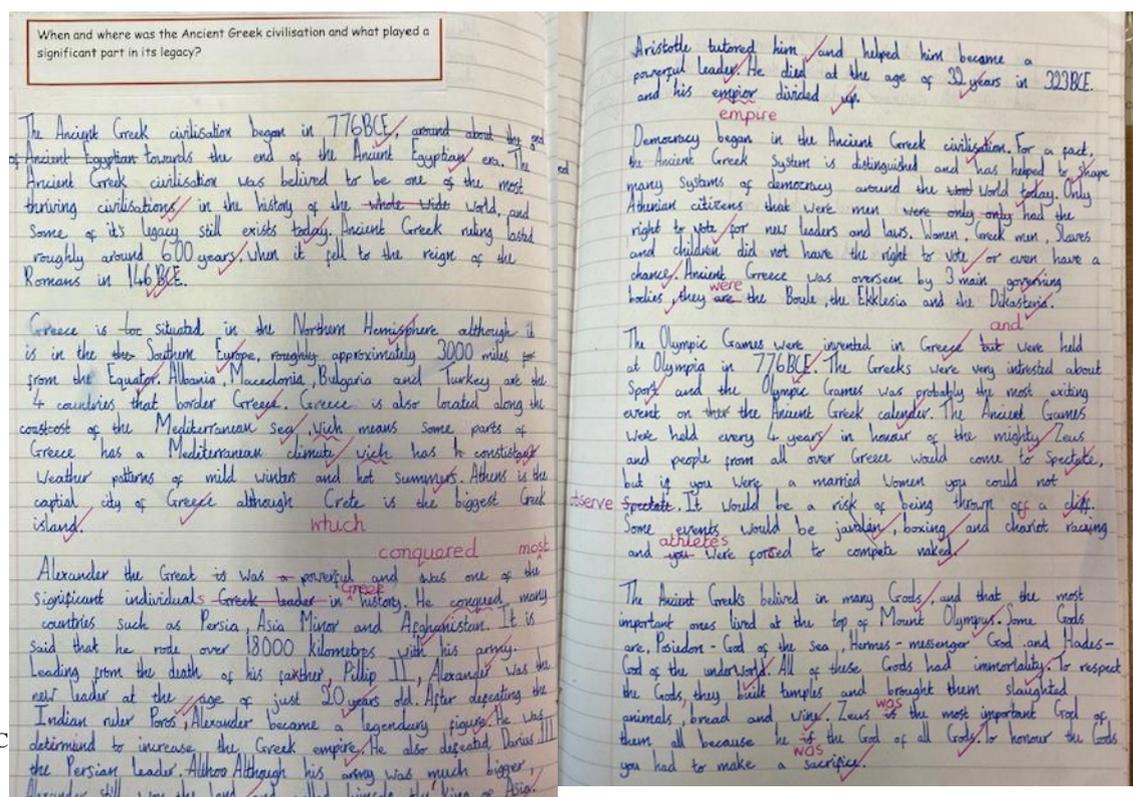
The ladders enable the children to see that the lessons are progressive and successive with one lesson building upon the next allowing them to build a schema of knowledge. It is crucial the children see the connections between their lessons in order for them to deepen and widen their understanding, rather than see each lesson as a separate chunk of information detached from the previous one.

## Enquiry Question

History- Greeks		Me	My Teacher
The grid below helps to identify the journey pupils make towards mastering this objective. It can be used by the teacher to keep an on-going check on progress or more likely placed in the pupils' books so that they can keep their own checks.			
Ancient Greece – a study of Greek life and achievements and their influence on the western world			
When and where was the Ancient Greek civilisation and what played a significant part in its legacy?			
To know what the Ancient Greek Olympics were like.			
To know what the Ancient Greeks beliefs were about Gods.			
To know who Alexander the Great was and how he controlled the empire.			
To know when and where the Ancient Greek civilisation was.			

At the top of each

ladder in History there is an 'Enquiry Question'. The children are expected to provide a written response to the question using all of the knowledge they have acquired in the unit. This is an example of what this might look like in practice:



Throughout and during each unit of work, the children are also exposed to numerous enquiry questions which are completed at the point of learning.

### **Retrieval Tasks**

Teachers plan for recall tasks and retrieval practice in each lesson to link back to prior learning both from the previous lessons or content from previous years. Teachers also plan to use dual- coding within their lessons to promote the retention of knowledge as well as which WALKTHRUS they will use and plans for the daily/ weekly/ monthly reviews (see T&L Handbook).

Knowledge organisers (Appendix 1) are also provided and used in the planning process to ensure all aspects of the objective is covered. Teachers use the knowledge organisers to inform planning as they outline the key content and vocabulary that should be taught within the lessons.

When History is not being taught, children are expected to independently complete history retrieval activities in their Retrieval books; this is to ensure that they are continuously exposed to historical content, of which they should be able to retrieve from memory.

### **Pre- Learning Tasks**

In History, children will be tested on any relevant information they have been taught previously which should link to their new learning. More specifically the key themes in History of power, legacy, lifestyle and beliefs. These PLT's allow teachers to determine whether prior knowledge and understanding is secure in this unit before starting; it also identifies any common misconceptions. The PLT is printed on green paper and is stuck into the children's books at the beginning of the new topic or learning objective.

### **Implementation**

The History curriculum at Wood Fold embeds core knowledge, concepts and skills. Teachers have the expertise necessary to support all pupils in learning the intended curriculum and addressing any gaps in knowledge. This is done through a mixture of whole- class teaching and individual or group activities.

Teaching in History is guided by the principles set out in 'Rosenshine's Principles in Action' to support their practice and maximise learning in the classroom environment. The Principles of Instruction have been streamlined into four strands: Sequencing concepts and Modelling, Questioning, Reviewing Material and Stages of Practice. These strands provide our teachers with the coherence they need to deliver quality first teaching. (See T&L Handbook)

Information is clearly presented to pupils and teachers check understanding effectively and systematically. The curriculum is designed to allow pupils to transfer key knowledge into long term memory by having regular opportunities to revisit learning. Teachers do this by building on prior knowledge by providing a variety of forms of retrieval practice, recalling and applying previously learned material.

Each lesson in History begins with a brief review of previous learning to reactivate recently acquired knowledge. The remainder of the lesson should then be used to build on prior knowledge, exposing new layers of a concept. At Wood Fold, we use daily, weekly and monthly reviews as a tool for retaining ‘sticky knowledge’ (Knowledge that stays in our long-term memory).

Teachers use ongoing assessment opportunities to check understanding and to inform teaching, for example, by providing instant feedback, asking process and probing questions to check for understanding. Teachers and leaders regularly speak with pupils to ascertain levels of confidence in the subject and whether they can speak confidently about that they have learnt and why.

### **Reading throughout the History curriculum**

At Wood Fold we believe that reading is a fundamental skill. The children are given the opportunity to practise and develop this skill across the history curriculum and are encouraged to use reading to further their own knowledge. Therefore, high quality texts are provided for the children to use throughout history teaching and learning. This gives the children the chance to decide for themselves what the key information is on a topic from what they have read. Some examples of activities that pupils may be asked to do to develop their understanding of a topic include:

- finding and highlighting key vocabulary in context
- creating a fish bone diagram
- answering challenge questions
- writing a lengthy response to a question once they have found the relevant information
- responding to non-fiction questions based upon their learning

### **Impact**

At Wood Fold, all children are given equal opportunities to achieve in History through a well-constructed curriculum. The impact of our curriculum is measured by how well children achieve in knowing more, remembering more and doing more. This is reflected in their work that is consistently of a high quality. We also know this because assessment tools such as formative assessment, pupil voice, written responses to Enquiry questions, End of Unit Assessments (Appendix 2), and responses to retrieval practice tasks demonstrate this evidently.

The End of Unit Assessment informs the teacher of which areas of learning each child still has gaps, and these are noted down on an assessment grid (see below). Teachers will then decide on what corrective action is needed to ensure that the child is able to achieve the objective(s) not met. This may include re-teaching areas of learning if substantial class gaps occur or setting targeted homework / research tasks to address specific gaps for individuals. Results on these assessments demonstrate retention of knowledge and sound understanding.

## Y2 - Great Fire of London End of Topic Assessment

<u>Objective</u>	<u>Test Question No.</u>	<u>Children names who DID NOT answer correctly</u>	<u>Task to address errors</u>
To know what the Great Fire of London was and how it started.	Q1,2, 3, 4		Children to draw a graphic organiser to remember the day, date, month, year, where and why. <b>Sunday</b> <b>Second</b> <b>September</b> <b>Sixteen sixty-six</b> <b>TF- Thomas Farriner</b> <b>PL- Pudding Lane</b>
To understand why the fire burned for so long.	Q5, 12		Dual coding- reasons why the fire burned for so long.
To recognise how we know about the Great Fire of London.	Q6,7,8, 9		Discuss sources of evidence- Children to create a spider diagram to show the different sources of evidence-diaries, newspaper articles, <u>paintings</u> and <u>pictures</u> .
To understand what changes were made to make London safer.	Q10, 11		Children to use the Great Fire of London book to look how London changed- concentrate on how the fire brigade has changed. Children to write bullet points to show this.

At the end of the year, teachers are asked to make a summative assessment of the children in History, by completing the following grid.

### End of Unit Assessment Information

<b>Initials of children working towards the expected standard</b>	<b>Initials of children who are showing some more in-depth knowledge</b>

This grid identifies those who are working towards the expected standard, those who are showing more in- depth knowledge, and consequently those at expected. This information is passed to subject leaders who will have a secure understanding of children’s history knowledge across school.

### **Learning Postcards**

Another form of measuring impact is with the Learning Postcards. At the end of each half term, a ‘Learning Postcard’ is sent home. This will either be a History, Geography or Science postcard. This is an opportunity for the children to show their parents what they have learnt in a particular subject over the past half term, as well as provide the parents with more of an



APPENDIX 1 –Example of a knowledge organiser (Y2- Great Fire of London)



## Great Fire of London Knowledge Mat

Sticky Knowledge about the Great Fire of London.	
To know what the Great Fire of London was and how it started.	<p><b>Cause and Consequence</b></p> <p>The fire started in Thomas Farriner's bakery on Pudding Lane on 2<sup>nd</sup> September. The exact known cause of the fire is unknown. Many people thought it might have been the maid or an ember that had fallen from the fire onto a wood pile.</p> <p><b>AS A RESULT...</b> The fire spread from the bakery in Pudding Lane through London. Over the following days it moved southwards towards London Bridge then onto St Paul's Cathedral.</p>
To understand why the fire burned for so long	<p><b>Cause and Consequence</b></p> <p>The houses were made from wood and straw- this made the fire burn more easily. They were also covered in pitch, a tar like substance that was flammable. Most of the houses were built close together- the sparks could easily jump from house to house. They also leaned into the street therefore the spark jumped from one house to another. There was along hot summer before the fire and therefore there was very little rain and the water level in the River Thames was low. The houses were also dry and the ground was dusty. There was also no fire service and people could only put out the fires with a hook, water squirt and buckets of water.</p>
To recognise how we know about the Great Fire of London.	<p><b>Significance</b></p> <p>Samuel Pepys wrote about the events of the Great Fire of London. John Evelyn also wrote a diary about the Great Fire of London. Samuel Pepys documented the events of the fire and even brought the news of the fire to the king. The King asked Pepys to pass on an order to the Mayor to pull down the houses to make gaps.</p>
To understand what changes were made to make London safer.	<p><b>Continuity and Change Significance</b></p> <p>London as we now know it was very different to London 1666. The buildings needed to be built from brick or stone and the upper storeys of the houses couldn't lean into the streets . The streets needed to be widened and houses next to each other need to be the same height.</p>

Subject Specific Vocabulary	
Maid	A servant. A woman or girl who does cleaning work in a house or hotel for somebody else.
Wattle and daub	A woven latticework of wooden stakes called wattles is daubed with a mixture of mud and clay, animal dung and straw to create a structure such as walls for a house.
Bakery	A place where bread, cakes, and pastry are made or sold.
Drought	A continuous period of dry weather, when an area gets less than its normal amount of rain. Before the fire, there had been a drought for 10 months.
Fire mark	A metal plate attached to a building to mark it as insured used by fire-insurance companies after the Great Fire.
Flammable	Something that is capable of being easily set on fire and of burning quickly. Houses made of wood and thatched straw were extremely flammable.
Destroyed	To ruin something so that it would have to be rebuilt, to damage beyond repair. The fire destroyed over 13000 houses.
Gunpowder	An explosive powder used in guns and blasting. The Navy decided to use gunpowder to blow up houses to create a break in the spread of fire.
Monument*	A memorial stone or a building built in remembrance of a person or event. Sir Christopher Wren designed a monument to remember the Great Fire of London, which still stands today.



**Stone Age, Iron Age  
and Bronze Age**



**End of Topic**

**Assessment**

**Year 3 – Autumn Term**

<u>Name:</u>	
<u>Class:</u>	
<u>Date:</u>	
<u>Score: out of 25</u>	

1) What is the definition of a civilisation? (1 mark)

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2) What is the definition of prehistoric? (1 mark)

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3) What are the three main stages of the Prehistoric Period? (3 marks)

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4) What are hunter gatherers? (1 mark)

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5) What tools did they use to hunt? (1 mark)

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6) What tools did they use to gather? (1 mark)

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7) What food did they hunt? (1 mark)

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8) What food did they gather? (1 mark)

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9) When did people start to farm? (1 mark)

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10) Why did people start to farm? (1 mark)

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11) What were the advantages of farming?

(2 marks)

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12) How did people live in the Stone Age?

(2 marks)

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13) Where would you find ruins like this?



(1 mark)

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14) How were these ruins uncovered?

(1 mark)

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15) What were the similarities and differences between Stone age and Iron Age settlements? (4 marks)

	Stone Age	Iron Age
Houses		
Skills		
Jobs		
Living		

16) Why did the prehistoric era end? (2 marks)

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