

# WOOD FOLD PRIMARY SCHOOL

## HISTORY POLICY

<b>Policy agreed (date):</b>	September 2021
<b>Policy published (including on website) (date):</b>	
<b>Next review (date):</b>	September 2022 (or earlier if needed)

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 which 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.
- **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.
- **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. History is planned with a key aim of ensuring the key concepts; Significance; Continuity and Change; Similarities and Differences and Cause and Consequence are taught explicitly. In doing so, children are thinking and acting like historians and are able to make better connections between periods in history.

In KS1, the children look at significant individuals who have contributed to national and international achievements such as Robert Scott, Neil Armstrong and Christopher Columbus. 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 are able to recall previous knowledge learnt about the Anglo Saxons and Romans.

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 recognise the materials the houses were made from in 1666 and looking at maps of London to show the layout of the buildings* (composite

task), a component task is to *understand why the fire burned for so long.*

## Year 4 History

Year 4 Romans	
The Roman Empire and its impact on Britain	<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>• <b>To know how Britain changed from the Iron Age to the end of the Roman occupation.</b></li> </ul>

History Romans		
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.		
<b>The Roman Empire and its impact on Britain.</b> <a href="#">How and why were the Romans so successful in their invasion and why is the Roman Empire still significant to us today?</a>	Me	My Teacher
<b>To know how Britain changed from the Iron Age to the end of the Roman Occupation.</b>		
To know what the Romans believed about the afterlife.		
<b>To know about the legacy of the Romans.</b>		
To know about British resistance.		
<b>To know how and why the Roman Armies were so successful.</b>		
To know how the Roman empire expanded through invasion.		

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.

Teachers plan for recall tasks and retrieval practice in each lesson to link back to prior learning. Teachers also plan to use dual coding within their lessons to promote the retention of knowledge as well as which WALKTHRU 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. Teachers will use this later, as an assessment opportunity in the form of a blank double page spread to assess if the children have learnt and can re-call the key concepts and vocabulary.

### **Pre- Learning Tasks**

Pre-learning tasks are used in History before the start of a new unit. Each child completes the PLT independently and the teacher will then use this to determine prior knowledge and well as identify any common misconceptions.

### **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. (See T&L Handbook)

Each lesson in History begins with a brief review of previous learning to reactivate previously 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).

Children are also provided with knowledge- rich, high-quality books relating to their History learning to give children the opportunity to practise and develop reading across the curriculum; they are encouraged to use reading to further their own knowledge. This gives the children the chance to decide for themselves what the key information is on a topic from what they have read.

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.

## **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, blank Knowledge Organisers, End of Unit Assessments (Appendix 2), completion of learning ladders and responses to retrieval practice tasks demonstrate this evidently.

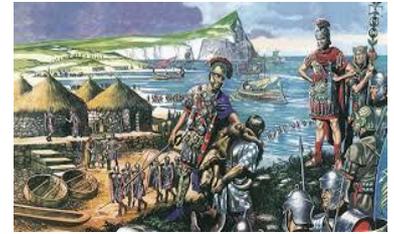
The End of Unit Assessment informs the teacher of which areas of learning each child still has gaps, and these are noted down on an assessment grid. Teachers will then decide on what corrective action is needed to ensure that the child is able to achieve the objective(s) not met. This may include re-teaching 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.

## APPENDIX 1 –Example of a knowledge organiser (Y1 Robert Scott)

  <h3>Explorers KS1 Knowledge Mat</h3>		Subject Specific Vocabulary		
<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>To know who Neil Armstrong was and why he is a significant individual</b></li> <li><input type="checkbox"/> <b>To understand what Neil Armstrong has contributed to us.</b></li> <li><input type="checkbox"/> <b>To know who Christopher Columbus was and why he is a significant individual.</b></li> <li><input type="checkbox"/> <b>To make comparisons between Neil Armstrong and Christopher Columbus.</b></li> </ul>	<p><b>Significance</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Neil Armstrong was born in 1930 and he grew up in Ohio.</li> <li><input type="checkbox"/> He was interested in aeroplanes when he was growing up and got his pilot's licence at 16 before he could drive a car.</li> <li><input type="checkbox"/> In the 1960's he became an astronaut for NASA and learnt how to fly a spacecraft.</li> <li><input type="checkbox"/> In 1969 Neil was in charge of a mission to land on the moon he travelled into space with two other astronauts- Buzz Aldrin and Michael Collins.</li> <li><input type="checkbox"/> Neil and Buzz landed on the moon in a lunar module and Neil Armstrong became the first human to set foot on the moon. He said 'that's one small step for man and one giant leap for mankind'</li> <li><input type="checkbox"/> Neil and Buzz spent two hours on the moon collecting rocks and taking photos.</li> </ul>	<p><b>Voyage*</b></p> <p>A long Journey involving travel by sea or in space.</p>		
	<p><b>Significance and Continuity and Change</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> He allowed us to find out more about life on the moon</li> <li><input type="checkbox"/> He encouraged other people to travel into space and the moon.</li> <li><input type="checkbox"/> He brought back dust particles that allowed us to find out more about life on the moon.</li> </ul>	<p><b>Expedition</b></p> <p>A Journey or excursion undertaken for a specific purpose. Neil Armstrong's expedition was to land on the moon Christopher Columbus' expedition to the New World.</p>		
	<p><b>Significance</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Christopher Columbus was born in 1450 and grew up in the port of Genoa in Italy.</li> <li><input type="checkbox"/> He learnt all the skills he needed to be a good explorer by sailing around Europe.</li> <li><input type="checkbox"/> He navigated using the sun and stars and the sun and he learnt how to use a compass.</li> <li><input type="checkbox"/> He wanted to find a quicker way to sail to Asia to trade and he thought he could do this by sailing west across the Atlantic Ocean.</li> <li><input type="checkbox"/> He asked the King and Queen of Spain to pay for them, they would give him ships as long as he gave the new land and treasure to Spain.</li> <li><input type="checkbox"/> He set sail in 1492 on the Santa Maria, the Nina and the Pinta.</li> <li><input type="checkbox"/> After 36 days they arrived in the Bahamas but he thought it was Asia and called it the Indies much later he realised it was Central America.</li> </ul>	<p><b>Hero</b></p> <p>A person who, in the opinion of others, has special achievements, abilities, or personal qualities and is regarded as a role model.</p>		
	<p><b>Similarity and Difference</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> They were both explorers and both were going to discover a new and unfamiliar area.</li> <li><input type="checkbox"/> They both set off on voyages to explore new areas however Neil travelled by a space rocket and Christopher travelled by a boat.</li> <li><input type="checkbox"/> They had to convince people that what they wanted to do could be achieved as no one thought it was possible.</li> <li><input type="checkbox"/> Both of the men were regarded as hero's.</li> <li><input type="checkbox"/> The host countries wanted to ensure that they claimed it as their own land . Neil placed a USA flag on the moon and the 'New World' was ruled by Spain.</li> </ul>	<p><b>Discovery</b></p> <p>Finding out or learning of something for the first time. Neil Armstrong found out about life on the moon. Christopher Columbus found the New World.</p>		
		<p><b>Explorer</b></p> <p>A person who explores a new or unfamiliar area-Neil Armstrong explored what it was like on the moon. Christopher Columbus explored the New World.</p>		
		<p><b>Astronaut</b></p> <p>A person who is trained to travel in a spacecraft.</p>		
		<p><b>Apollo 11</b></p> <p>In 1969 the Apollo 11 spacecraft carried the first people to land on the Moon. The spacecraft was launched from Cape Kennedy (now Cape Canaveral), Florida, on July 16.</p>		
		<p><b>Colonizer</b></p> <p>A person who settles among and establishes political control over the indigenous people of an area.</p>		
		<p><b>Navigator</b></p> <p>A navigator is the person on board a ship aware of ship or aircraft position at all times.</p>		



**Romans**  
**End of Topic**  
**Assessment**  
**Year 4 - Spring Term**



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

1) How did Julius Caesar extend the Roman empire? (1 mark)

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2) Describe the reasons for the Romans coming to Britain. (2 marks)

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3) List three things that made the Roman army so successful. (2 marks)

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4) In what year did the Romans invade Britain and start to rule? (1 mark)

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5) List 4 things that the Romans created for Britain. (2 marks)

1	
2	
3	

4	

6) The Romans took on beliefs about many of the Gods of the people they conquered. True or false. (1 mark)

True

False

7) Who was Boudica and what was her impact on the British resistance? (2 marks)

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8) Describe the strategy used by Britain to try to defeat the Romans. (2 marks)

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9) Why were the Roman soldiers able to beat the British warriors? (1 mark)

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10) Describe the Roman's beliefs about gods. (2 marks)

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11) In which battle were Boudicca's forces defeated? (1 mark)

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12) What was the purpose of the Romans building roads and forts? (1 mark)

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13) Explain one of the legacies from the Romans, explaining how it impacts on life today. (2 marks)

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14) List 4 ways that Britain changed from the Iron Age to the end of the Roman occupation: (2 marks)

1	
2	
3	

15) Do you think the Roman invasion was a positive or negative thing for Britain? (3 marks)

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