

# **Moorlands Primary Academy History Policy**

## **Introduction**

At Moorlands Primary Academy we are committed to providing all children with rich, stimulating and thought-provoking learning opportunities to engage in the study of history. This policy sets out a framework within which teaching and non-teaching staff can work, and gives guidance on planning, teaching and assessment.

History is about real people who lived, and real events which happened in the past. History is concerned with sequence, time and chronology and is the study of evidence about the past; it gives us a sense of identity, set within our social, political, cultural and economic relationships. History fires the children's curiosity about the past in Britain and the wider world and plays an essential part in preparing us for living and working in the contemporary world. Pupils consider how the past influences the present, what past societies were like, how these societies organised their politics, and what beliefs and cultures influenced people's actions. As they do this, children develop a chronological framework for their knowledge of significant events and people. They see the diversity of human experience, and understand more about themselves as individuals and members of society. What they learn can influence their decisions about personal choices, attitudes and values. In history, children find evidence, weigh it up and reach their own conclusions. To do this they need to be able to research, sift through evidence, and argue for their point of view – skills that are prized in adult life.

## **How We Define History**

History is the study of the past, in particular the changes over time that have occurred within human society.

## **Aims**

### **The aims of history are:**

- To instil in the children a curiosity and understanding of events, places and people in a variety of times and environments.
- To develop an interest in the past and an appreciation of human achievements and aspirations
- To understand the values of our society
- To learn about the major issues and events in the history of our own country and of the world and how these events may have influenced one another
- To develop a knowledge of chronology within which the children can organise their understanding of the past
- 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
- To understand the nature of evidence by emphasising the process of enquiry and by developing the range of skills required to interpret primary and secondary source materials
- To distinguish between historical facts and the interpretation of those facts

- To understand that events have a multiplicity of causes and that historical explanation is provisional, debatable and sometimes controversial

## **Key Concepts**

Nine **key concepts** of history repeat throughout the curriculum. (In brackets, you will see other important related concepts.) These provide lenses through which to consider the different aspects of history:

**community & culture** - (architecture, art, civilisation, communication, economy, inspiration, myth, nation, religion, settlement, story, trade)

**conflict & disaster** - (conquest, liberation, occupation, military, peace, plague, surrender, treaty, war)

**exploration & invention** - (discovery, migration, navigation, progress, tools)

**hierarchy & power** - (country, democracy, empire, equality, government, law, monarchy, oppression, parliament, peasantry, politics, prejudice, slavery, poverty, protection, tyranny )

**cause & consequence**

**change & continuity**

**similarity & difference**

**evidence & interpretation** (eye-witness, source)

**significance**

Our key concepts, including the second-order concepts of history, were derived in reference to notable work on this subject, including The Historian's Toolkit ([link](#)) and that from The Historical association ([link](#)). In addition, the need to adapt the key concepts for a primary setting was considered.

## **Curriculum**

The children undertake a broad and balanced programme that takes account of abilities, aptitudes and physical, emotional and intellectual development. Through history the children learn a range of skills, concepts, attitudes and methods of working.

## **Early Years**

History is taught in Reception as an integral part of the topic work through child-initiated and adult led activities. The children are given the opportunity to find out about past and present events in their own lives, and those of their families and other people they know. In the Foundation stage history makes a significant contribution to developing a child's understanding of the world through activities such as looking at pictures of famous people in history or discovering the meaning of new and old in relation to their own lives.

## **Key Stage 1**

During Key Stage 1, pupils learn about people's lives and lifestyles. They find out about significant men, women, children and events from the recent and more distant past in Britain and the wider world. They listen, and respond to stories and use sources of information to help them ask and answer questions. They learn how the past is different from the present.

## **Key Stage 2**

During Key Stage 2 pupils learn about significant people, events and places from both recent and more distant past. They learn about change and continuity in their own area, in Britain and in other parts of the world. They look at history in a variety of ways, for example from political, economic, technological and scientific, social, religious, cultural or aesthetic perspectives. They use different sources of information to help them investigate the past both in depth and in overview, using dates and historical vocabulary to describe events, people and developments. They also learn that the past can be represented and interpreted in different ways.

## **Teaching and Learning**

The Academy uses a variety of teaching and learning styles in history lessons. Our principal aim is to develop the children's knowledge, skills and understanding in history and we use a variety of teaching and learning styles in our history lessons. We believe in whole-class teaching methods and combine these with enquiry-based research activities. We believe children learn best when:

- They have access to, and are able to handle artefacts
- They go on visits to museums and places of interest
- They have access to secondary sources such as books and photographs
- Visitors talk about personal experiences of the past
- They listen to and interact with stories from the past
- They undertake fieldwork by interviewing family and older friends about changes in their own and other people's lives
- They use drama and dance to act out historical events
- They are shown, or use independently, resources from the internet and videos
- They are able to use non-fiction books for research
- They are provided with opportunities to work independently or collaboratively, to ask as well as answer historical questions.

We recognise the fact that we have children of differing ability in all our classes, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies which are differentiated by task, expected outcome and/or support from peers or adults.

## **History curriculum planning**

At Moorlands Primary Academy, our history curriculum is carefully planned over a two year cycle to engage and excite all our learners. Our long-term and medium-term plans map out the

skills and themes covered each term for each key stage. These plans define what we will teach and ensure an appropriate balance and distribution of work across each term.

### **Assessment and Recording**

At Moorlands, assessment is an integral part of the teaching process. Assessment is used to inform planning and to facilitate differentiation. The assessment of children's work is on-going to ensure that understanding is being achieved and that progress is being made. Feedback is given to the children as soon as possible, and marking work will be guided by the Academy's Marking Policy.

### **Monitoring**

Monitoring takes place regularly through sampling children's work, and teacher planning, through a book scrutiny and lesson observations.

### **Roles and Responsibilities**

The subject is led by a co-ordinator and as part of their role, time is set aside to train staff, develop the curriculum, review standards, monitor curriculum provision and ensure training and resources are up to date.

### **Resources**

We have a wide range of text books and interactive boards to access the internet as a class. Visits are planned to enhance learning and give hands on activity. We are able to make use of the rich heritage in our local area, including the Time & Tide Museum, Burgh Castle Roman Fort, Lowestoft (fishing industry) and Great Yarmouth (changes through time, commerce, fishing and tourism) People with an interest, or expertise, in a particular topic or area of history could be invited into Academy to work with the children. These might be parents, grandparents, other family members, neighbours or representatives of the local community.

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## Appendix

### The Importance of Historical Evidence

When planning a History topic, it is important to get children used to the principal ways of gathering evidence.

These are

- Written
- Visual
- Oral
- Physical

**Written** evidence for every period of history doesn't necessarily exist. For example, there is no written evidence from the stone age. However for the Romans, there is a great deal. Written evidence sometimes has to be **treated with caution**, for example where the writer may be trying to appeal to their King or where they are trying to portray something in an unfair way. However questioning this is an important historical skill in itself. If you asked people to give you example of a historical record or primary source, most would people would probably mention some kind of written source. They might say official reports, files, court documents, financial papers, newspapers, old family papers or official files. All these written sources can be used by historians to find out about the past. They might not have been created for that purpose but they are still very useful. Some of the most powerful evidence for life at a particular time is that which was deemed 'throwaway' at the time: lists, notes etc. A great example of this are the Vindolanda Tablets, which are basically Roman post-it notes.

**Visual** evidence is something that we can look at , such as a photograph, a film, a drawing, cave art or a cartoon. We can deduce a great deal from looking at these things. In films or photographs in particular, lots of evidence can be drawn from the things that are often peripheral to the subject, such as fashions or things going on in the background.

**Oral** evidence is one of the oldest forms of evidence available. Before people wrote things down, they told stories. Lots of oral evidence has been lost, History tends to record major events, so the things happening to ordinary people don't often survive. These are the things that bring History alive.

**Physical** evidence is something that is actually still there, such as a Church, a gravestone, HMS Victory, some crop marks or a flint. Artefacts can be studied/handled by the children and conclusions can be drawn from them. Children love this because they are actually touching History. Again, sometimes, some caution has to be drawn in the interpretation of physical evidence. A good example of a local piece of visual history are the Lowestoft Herring Drying Racks.

You might be interested in finding out a little more. If you are, [this link](#) will take you to a great web resource from Durham University.