



Trinity St. Peter's

Church of England Primary School

where children shine

History Policy

At Trinity St. Peter's, we take pride in the teachings of our unique school values that underpin all learning. We promote the British fundamental values where British law, democracy and a mutual respect and tolerance for those of other faiths, cultures and beliefs is embedded through all areas of the curriculum.

We follow the National Curriculum Programme of Study for History.

The following information is based on the NC PoS and the Early Years Foundation Stage (EYFS) Statutory Framework (March 2021)

A full version of the National Curriculum Programme of Study for History can be viewed at <https://www.gov.uk/government/publications/national-curriculum-in-england-history-programmes-of-study>

The Early Years Foundation Stage (EYFS) Statutory Framework (March 2021) can be viewed at:

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

Purpose of studying History:

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.

Aims:

Our history teaching aims to ensure that all pupils:

- know and understand the history of the British Isles as a coherent, chronological narrative, from the earliest times to the present day
- know and understand significant aspects of the history of the wider world including the nature of ancient civilisations
- gain and use a wide range of historical terms and vocabulary
- 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 and ask historically valid questions and create their own structured accounts, including written narratives
- understand the methods of historical enquiry, including how evidence is used to make historical claims

- gain historical perspective by making connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales

Subject content

EYFS (Past and Present Early Learning Goal)

Children at the expected level of development will:

- Talk about the lives of the people around them and their roles in society;
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
- Recall some important narratives, characters and figures from the past encountered in books read in class.

The EYFS Development Matters September 2021 curriculum guidance, 'Understanding the World' provides the opportunity for Foundation Stage children to learn through experiences that introduce them to the concept of time and change. Children talk about past and present events in their own lives and in the lives of family members. For example, children bring in photographs of themselves as babies to discuss how they have changed over time. Stories, non-fiction texts and discussions provide a stimulus for children to identify similarities and differences between themselves and others and among families, communities and traditions. Nursery and Reception have created a [curriculum overview](#) to ensure that the curriculum builds on children's previous knowledge and skills. Teachers also plan for children's interest and fascination as and when is appropriate. This planning is modified in line with the school's 4C model so that the school's vision, values, and the characteristics of effective learning are embedded in classroom practice.

Teachers begin the careful introduction of key vocabulary and concepts for example, king, queen, monarchy when encountered in age- appropriate stories. The power of story and narrative are exploited to support chronological understanding i.e. sequencing events.

Nursery – History Skills	<p>Changes within living memory</p> <ul style="list-style-type: none"> • Begin to make sense of their own life and family history • Remembers & talks about significant times or events for family & friends <p>Retell past events in the correct order to develop an understanding of chronology when discussing routines.</p> <p>Events beyond living memory</p> <ul style="list-style-type: none"> • To develop and understanding of the past and present through stories and images • Question why things happened and explain <p>The lives of significant individuals in the past</p>
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	<ul style="list-style-type: none"> • To develop and understanding of the past and present through stories and images • Share stories of people from the past <p>Significant historical events, people and places in their own locality</p> <ul style="list-style-type: none"> • Identify some similarities and differences between things in the past and now, drawing on their experiences and what has been read or seen in images
Nursery – History Knowledge	<p>Changes within living memory</p> <ul style="list-style-type: none"> • I know and can talk about key events in my life, e.g. birthdays, weddings, Christmas etc... • I know some stories about my family, e.g. looking at photos & sharing memories • I know about my parents toys and experiences • I know about the lives of the people around me and their roles in our community <p>Events beyond living memory</p> <ul style="list-style-type: none"> • I know about the past through stories, events encountered in books read in class and storytelling e.g. Remembrance Day , Dinosaurs <p>The lives of significant individuals in the past</p> <ul style="list-style-type: none"> • I know about the past through stories, events encountered in books read in class and storytelling e.g. Rosa Parkes <p>Significant historical events, people and places in their own locality</p> <ul style="list-style-type: none"> • I know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
Reception – History Skills	<p>Changes within living memory</p> <ul style="list-style-type: none"> • Talk about members of their immediate family and community • Name and describe people who are familiar to them • Understand the ways I have changed. • Talk about the changes that have happened within my family lifetime e.g. talking to grandparents about holiday etc. • Talk about the lives of the people around them and their roles in society. <p>Events beyond living memory</p> <ul style="list-style-type: none"> • Comment on images of familiar situations in the past <ul style="list-style-type: none"> - Remembrance Day - Moon landing - Transport – now and then <p>The lives of significant individuals in the past</p> <ul style="list-style-type: none"> • Compare and contrast characters from stories, including figures from the past

	<ul style="list-style-type: none"> • Understand the past through settings, characters and events encountered in books read in class and storytelling. - Rosa Parks (Black History Month) - Neil Armstrong (US astronaut) - Tim Peake (UK astronaut) <p>Significant historical events, people and places in their own locality</p> <ul style="list-style-type: none"> • Identify some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
Reception – History Knowledge	<p>Changes within living memory</p> <ul style="list-style-type: none"> • I know about my own life-story and family's history. • I know how I have changed • I know about changes that have happened within my family lifetime <p>I know about the lives of the people around them and their roles in society</p> <p>Events beyond living memory</p> <ul style="list-style-type: none"> • I know about some familiar situations in the past <p>The lives of significant individuals in the past</p> <ul style="list-style-type: none"> • I know about characters from stories, including figures from the past • I know about the past through settings, characters and events encountered in books read in class and storytelling. <p>Significant historical events, people and places in their own locality</p> <ul style="list-style-type: none"> • I know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.

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.

Pupils should be taught about:

- changes within living memory – where appropriate, these should be used to reveal aspects of change in national life *e.g. the Queen's 90th Birthday, Remembrance Day*
- events beyond living memory that are significant nationally or globally *for example the Great Fire of London*
- 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

At Trinity St Peter's, Key Stage 1 pupils study:

Year 1	<p>What impact did Nurses in the past have on nursing? <i>Pupils focus on Florence Nightingale and Mary Seacole. The focus is on the reasons they behaved as they did, the changes they made at the time and the impact they have today.</i></p> <p>Why do we remember the Titanic? <i>A gripping event which focuses pupils historical thinking on causes and consequences as well as narrative of events.</i></p> <p>Is it better to be a child now than in the past? <i>Pupils deepen their sense of period i.e. of 100-150 years ago and use a wider range of evidence to help them to see how history is constructed from sources they are familiar with i.e. buildings, artefacts, photographs. Focus is on characteristic features of this period using lessons, and playtime, journey home to broaden their perspective</i></p>
Year 2	<p>What caused the Great Fire of London and how did they stop it from happening again? <i>This develops deeper understanding of causes and consequences, looking at a variety of factors as well as a range of evidence including written and map sources</i></p>

	<p>What was life like when the Queens Rules? <i>The theme here would seem to be herstory rather than history, comparing when queens ruled in Tudor times-link with Speke, and Victorian times. Good comparisons with Platinum Jubilee to strengthen pupils' emerging sense of time and relative lengths of period. It is important in Y2 to move beyond then and now to look at 3 periods of time. This would then connect with the current – King Charles III – a change in their lifetime.</i></p> <p>How are seaside holidays today different from those in the past? <i>Pupils strengthen their chronological understanding by looking at seaside holidays from 3 distinct periods ie. Edwardian, when grandparents were young and today. Using a wide range of visual evidence pupils are able to reconstruct what life would have been like and compare differences in lifestyles as well as dress. They start to use historical vocabulary more confidently e.g. In Victorian/Edwardian times/100 years ago they used tothen 50 years ago they started to go abroad etc.</i></p>
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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;
- regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance;
- construct informed responses that involve thoughtful selection and organisation of relevant historical information;
- understand how our knowledge of the past is constructed from a range of sources.

Pupils should be taught about:	In which year at our school?
1 Changes in Britain from the Stone Age to the Iron Age	Year 3
2 The Roman Empire and its impact on Britain	Year 4
3 Britain's settlement by Anglo-Saxons and their struggle with the Vikings for the Kingdom of England to the time of Edward the Confessor	Year 4
4 Image of the Vikings	Year 4

5 A local history study	Year 5 – Pre and Post Victorian Era Year 6 – Britain at War
6 A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	Year 6 – Crime and Punishment
7 A study of the achievements of the earliest civilizations – <u>an overview</u> of where and when the first civilizations appeared <u>and a depth study</u> of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.	Year 3
8 Ancient Greece – a study of Greek life and achievements and their influence on the western world.	Year 5
9 A non-European society that provides contrasts with British history – <u>one study chosen from:</u> early Islamic civilization, including a study of Baghdad c. AD 900; Maya civilisation c. AD 900; Benin (West Africa) c. AD 900-1300.	Year 5

At Trinity St Peter's, Key Stage 2 pupils study:

<p>Year 3</p>	<p>Stone Age to Iron Age - When do you think it was better to live? <i>this unit focuses on change and continuity and on how we can know about life 9,000 years ago. Creative and critical thinking is further developed through the focus on archaeology and making deductions from finds. Case Studies: Skara Brae, Stonehenge and Maiden Castle. Children look at key changes in how people lived over thousands of years before the Romans arrived, and work as an archaeologist to understand places such as Stonehenge.</i></p> <p>What did the Ancient Egyptians achieve? <i>The focus here is on characteristic features of a colourful and iconic society which has proved to be endlessly fascinating. The focus on how we know continues as the does the use of archaeological finds. Pupils go deeper into religious practices and beliefs and the nature of a very different society.</i> <i>Connected: Which society was more advanced the Bronze Age who built Stonehenge for the Ancient Egyptians who constructed the pyramids?</i> <i>Were there any other ancient societies as advanced as the Egyptians and how similar were they?</i></p> <p>Y3 – Historical Skills in depth</p> <ul style="list-style-type: none"> ✓ Understanding characteristics, ideas, beliefs, attitudes and diversity ✓ Understanding similarity and difference, continuity and change ✓ Understand how evidence is used to make historical claims ✓ Create own structured accounts, including narrative and analysis
<p>Year 4</p>	<p>What did we learn from the Romans? <i>We make sure we look at Roman Britain within the Empire, taking a broader view of why they invaded, their ability to conquer so quickly and why they were forced to leave. Pupils look at key events such as Boudicca's revolt to deepen their understanding of causes and consequences as well as vital work on interpretations of Boudicca. This links with previous work by revisiting the Iron age tribes whom the Romans fought at Maiden castle. Also how this powerful empire brought many changes to Britain and many of which we can see around us today.</i></p> <p>Who were the Anglo-Saxons and Vikings and how should we remember them? <i>The work begins with looking at reasons for Saxon settlement and the evidence for it as well (Ship Hoo Burial); the beginning of Christianity and the struggle with the Vikings for control. Work on Alfred and justice helps pupils to see why this period was so seminal in British History – does it deserve to be known as the Dark Ages. Also later works focuses exclusivity on the Vikings with key work on why we have such stereotypical negative view of the Vikings asking pupils to actively find evidence to explain and then counter that unbalanced view. The children will see how the Saxons laid the foundations for England as we know it today.</i></p> <p>Y4 - Historical skills in depth</p> <ul style="list-style-type: none"> ✓ Understanding significance ✓ Identify and describe reasons for, and results of, events situations and changes ✓ Discern how and why contrasting arguments and interpretations of the past have been constructed

	<ul style="list-style-type: none"> ✓ Make connections, draw contrast and analyse trends ✓ Understand how evidence is used to make historical claims ✓ Create own structured accounts, including narrative and analysis
Year 5	<p>Why should we remember the Maya? <i>The main focus here is on cultural aspects and how they compared with what was happening in Saxon Britain at the same time. It explores why it is important to learn about the Maya and end with the riddle of why powerful empire disappeared quite suddenly.</i></p> <p>How have the Ancient Greeks influenced us today? <i>Emphasis is on achievements and legacy. With important work on diversity through role of women underpinned with detailed study of how we can possibly reconstruct society from the fragments that remain. In this unit children learn what made the Greeks so special and how they influence our lives today more than any other ancient civilisation.</i></p> <p>Were the Victorian times a Dark Age or a Golden Age? The focus here is a local history study on Victorian Formby both pre-, during and post-Victorian era. There will be important work using census information to discover what life was like over 100 years ago and much work will involve asking and answering questions and raising and testing hypotheses using a range of locally available source information.</p> <p>Y5 – Historical skills in depth</p> <ul style="list-style-type: none"> ✓ Understanding characteristics, ideas, beliefs, attitudes and diversity ✓ Understand how evidence is used to make historical claims ✓ Discern how and why contrasting arguments and interpretations of the past have been constructed ✓ Create own structured accounts, including narrative and analysis
Year 6	<p>What was it like to have lived through Britain at War? Studying World War 1 and 2 offer scope for using a wider range of resources, including accessible artefacts and oral history, it also links really well with literacy, Goodnight Mr Tom/Carrie's War. In terms of developing historical thinking, pupils evaluate evidence in terms of propaganda and censorship and consider the diversity of experience. The activities focus on encouraging children to develop their narrative of the people and places involved in the war. This is achieved by getting them to reflect on their perceptions when they respond to new information and sources.</p> <p>How did World War I and World War II affect our town? <i>World War 1 and our local area study begins with the names on the local war memorial and then spreads out as pupils use more sophisticated web-based resource to ask and answer their own enquiry questions. It focuses on how the Victorians changed our town.</i></p> <p>How have crimes and punishments changed through the ages? <i>This long-term thematic study spanning a long arc of 1000 years revisit some earlier periods e.g. Saxon justice as well as covering periods such as Tudors to focusing upon recent changes</i></p> <p>Y6 – Historical skills in depth</p> <ul style="list-style-type: none"> ✓ Understanding similarity and difference, continuity and change ✓ Understanding significance

	<ul style="list-style-type: none">✓ Identify and describe reasons for, and results of, events situations and changes✓ Make connections, draw contrast and analyse trends✓ Understand how evidence is used to make historical claims✓ Create own structured accounts, including narrative and analysis
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Teaching and learning style

History is often the subject that naturally develops children's thinking skills, questioning, curiosity and making their own judgements. History teaching focuses on enabling children to think as historians/detectives of the past.

History is taught using the school's 4C Thinking Model © where a great emphasis is placed on making sure that children understand key words and concepts e.g. civilisation, empire, settlement, chronological, critical thinking, similar/different, biased etc. i.e. This is because developing vocabulary, particularly substantive concepts, is fundamental to pupil progress in History. This means that prior to the lesson there may be a particular focus on securing the concepts that pupils find most difficult to understand.

Teachers 'connect' prior knowledge necessary to understand new content and plan to ensure that key content is remembered.

Pupils have regular opportunities to 'read to learn' in lessons. This further supports vocabulary development which allows pupils to develop more sophisticated historical argument.

We place an emphasis on examining historical artefacts and primary sources.

In each key stage, we give children the opportunity to visit sites of historical significance, exhibitions and museums that will further the children's interest and understanding as well as encouraging visitors to come into the school and talk about their experiences of events in the past. We focus on helping children to understand that historical events can be interpreted in different ways, and that they should always ask searching questions, such as 'how do we know?' 'is this reliable?' etc, about information they are given.

Reading and Writing

Pupils are exposed to a wide range of texts which develop their knowledge of the past.

Foundation Stage	Grandma's Bill by Martin Waddell My Two Grannies by Foella Benjamin Peepo by Janet and Allan Ahlberg The Growing Story by Ruth Krauss and Helen Oxenbury Lost in the Toy Museum : an adventure by David Lucas Dogger by Shirley Hughes Little People, Big Dreams – Queen Elizabeth
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	<p>Little People, Big Dreams – Rosa Parks</p> <p>Little People, Big Dreams – Neil Armstrong</p>
Year 1	<p>'Don't say no to Flo' by Stewart Ross and Sue Shields</p> <p>Samson's Titanic Journey by Lauren Graham & Roisin Matthews</p> <p>Toys From the Past by Joanna Brundle</p> <p>Polar the Titanic Bear by Daisy Corning Stone Spedden</p> <p>My Name is Not Refugee by Kate Milner</p> <p>Houses Long Ago by Rob Lloyd-Jones</p> <p>Florence Nightingale - Little People, BIG DREAMS</p> <p>Florence Nightingale by Lucy Lethbridge</p> <p>The Extraordinary Life of Mary Seacole – by Naida Redgrave and Alleanna Harris</p>
Year 2	<p>Horrible Histories Great Fire of London by Terry Deary</p> <p>The Great Fire of London Fact Book by Claire Llewellyn</p> <p>The Tudors: Kings and Queens by Marcia Williams</p> <p>Elizabeth I by Richard Brassey</p>
Year 3	<p>Horrible Histories Stone Age by Terry Deary</p> <p>The Stone Age Boy by Satoshi Kitamura</p> <p>100 Facts - Ancient Egypt by Miles Kelly</p> <p>Horrible Histories Awesome Egyptians by Terry Deary</p> <p>The Egyptian Cinderella by Shirley Climo</p>
Year 4	<p>Escape from Pompeii by Christina Balit</p>

	<p>Romans on the Rampage by Jeremy Strong</p> <p>Meet the Ancient Romans by James Davies</p> <p>Viking longship by Mick Manning and Brita Granstrom</p> <p>The saga of Erik the Viking by Terry Jones and Michael Foreman</p> <p>Beowulf by Michael Morpurgo and Michael Foreman</p>
Year 5	<p>Good Night Stories for Rebel Girls (historical female role models)</p> <p>Odd and the Frost Giants (Norse Mythology)</p> <p>Exploring Space ('The Space Race')</p> <p>The Darkest Dark ('The Space Race')</p> <p>Queen of the Falls (1900s America)</p> <p>Arthur & The Golden Rope (Norse Mythology)</p>
Year 6	<p>A Community in Wartime: Formby 1914-1918" by John Phillips & Tony Pawson</p> <p>Black Poppies by Stephen Bourne.</p> <p>Star of Fear, Star of Hope. By Jo Hoestlandt.</p> <p>Erika's Story by Ruth Zee.</p> <p>Carrie's War by Nina Bawden</p> <p>Goodnight Mister Tom by Michelle Magorian</p>

In Upper Key Stage 2, pupils are given opportunities to write in subject-specific forms such as historical arguments or narratives.

Local, thematic study

In line with the school's vision statement, we aim to connect children's learning to their local area which strengthens the distinctiveness of our school and their unique curriculum.

In Foundation Stage, the children explore their local area e.g. look at different types of buildings.

In Key Stage 1, the children speak to nurses who work in Formby and surrounding areas so

to help them compare and reflect back to the time of Florence Nightingale to see improvements. Children visit the Titanic museum in Liverpool to learn about how Liverpool helped influence the building of the Titanic. The children will also visit Tatton Park to learn and relive the life of a Victorian child in order to understand the similarities and differences. The children also study Southport as a seaside town and compare seaside holidays now and in the past.

In Key Stage 2, the children look at Roman discoveries across Merseyside, Viking heritage in Formby and the battle against the Vikings on the coast of Formby. They complete a local history study on Victorian Formby both pre-, during and post-Victorian era on Victorian Formby. When the railway arrived in 1848, Formby was changed forever and the period ends with the Boer War in which a number of local men served. This study highlights the vast changes within Formby and how much of the town (and our school buildings) are rooted in Victorian history whilst also recognising the ongoing developments since this period. They also visit Formby War Memorial as part of their research into local history and also attend the Remembrance Service with members of the community. Children also have opportunities to hear from / speak to specialists in the local community, such as Formby Civic Society, and visit Formby Luncheon Club to speak to members about their memories and personal experiences of the wars.

Global Citizenship

We wish to provide our pupils with the information and skills needed to become aware of the links between the local and the global, and enable them to become 'caring global citizens of the world' as stated in our school vision statement. This will involve challenging and supporting all our pupils to become critical thinkers, to develop independent learning skills and to learn about their rights and accept responsibilities. Global citizenship is assessed using the Oxfam progression grid, please see Global Citizenship policy for more information. It is felt that Global Citizenship can enrich the History curriculum by pupils being able to:

- explore differences and similarities between events, people, places, cultures and environments through time, and the interconnectedness and interdependence of our world's history
- consider questions of power and privilege, and critically think about reasons why history is interpreted in different ways
- consider significance of individual and collective action and questions of civic and social responsibility
- explore themes such as inequality, prejudice, conflict and oppression and relating historical examples to contemporary events and experiences

Staff integrate global citizenship into the whole school curriculum by raising awareness of valid and up to date curriculum links as well as national events through History by –

- October – Black History Month
- November – Bonfire Night and Remembrance Day
- January - Holocaust Memorial Day KS2
- March – International Women's Day

- July – Nelson Mandela Day

Special Educational Needs

Pupils who are identified as having additional learning needs will access learning within the subject through Quality First Teaching resources and additional strategies as outlined in the child's SEN Support Plan.

Attainment targets

'By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant (History) programme of study.'

Assessment

The children in Nursey and Reception are assessed using specific area checkpoints, these assessments take place termly.

Reception children are also assessed against the EYFS Statutory Framework Early Learning Goals for Understanding the World: Past and Present.

In Key Stages 1 and 2 assessments are completed at the end of each unit taught. This provides data for assessment for each unit taught, which enables individual children to be tracked to monitor progress and identify any appropriate support. The school's progression ladders assist with this.

Children's attainment is assessed, recorded and shared with parents at the end of each year. Pupils are assessed as: 'working towards the expected standard', 'working at the expected standard' or 'working at a greater depth within the expected standard.'

Monitoring and review

The coordination and planning of the history curriculum are the responsibility of the subject leader, who also:

- supports colleagues in their teaching, by keeping informed about current developments in history and by providing a strategic lead and direction for this subject;
- evaluates the strengths and weaknesses in history and indicates areas for further improvement and
- reviews the policy every 2 years to ensure that it complies with the latest legislation, guidance and best practice.

Revised and adopted by Governing Body – Spring 2024