



Intent:

At Round Hill we provide children with a challenging and engaging history curriculum that inspires curiosity and fascination. We want them to have a coherent knowledge and understanding of Britain's past and that of the wider world. Through studying a variety of historical periods and concepts, they should develop a chronological narrative, from the earliest times to the present day. They should appreciate how people's lives have shaped the nation and how Britain has influenced and been influenced by the wider world. They are increasingly able to explain the nature of ancient civilisations, the expansion and dissolution of empires; characteristic features of past non-European societies and achievements and follies of mankind.

We aim to build on key historical knowledge, understanding and skills. As we draw our pupils from a wide catchment, with many children having English as an additional language, we start with ensuring pupils have a strong understanding of historical language.

At Round we also ensure that our history curriculum and learning in this area embodies and encapsulates our school vision statements of: **reflecting**, **daring**, **dreaming**, **persevering** and working **together**. We support the children to be **reflective** to see as a society how we learn from the historical mistakes made in the past. For example, how things have advanced for the better since the tragedy of the Great Fire of London. We also promote an ethos of learning from our own personal mistakes and use this for growth and to enhance our learning. We adopt a Growth Mindset in our learning and believe in our ability to improve over time, as is proved continuously throughout the study of history.

We explain to the children that we as individuals are unique and so is our British culture and history. There have been significant events and individuals in our history who have shown the importance of being brave and **daring** for the benefit of many others in our society. We encourage all members of our community to be proud of what makes them unique and empower them to explore new solutions to challenges, as history continues to demonstrate the positive impacts of this over time.

We inspire in the children the drive and determination to **dream** and aim high. We foster a culture of lifelong learning and that throughout our lives we will continue to develop and learn. The annual 'Humanities Club' for the KS2 children helps to enhance this further by allowing the children to work alongside University students whilst partaking in fun and interactive activities to enhance their historical understanding. We discuss how many significant people have done this throughout history to often great success but that at times they have had to **persevere** and keep trying, no matter what, in order to achieve their goals. For many others in history they have had to recognise challenges as a new opportunity to learn and better themselves, just as we need to. Listening to others and valuing feedback is vital to supporting growth and development. We recognise challenge as an exciting part of the learning journey and show resilience when we are searching for a solution, just as many significant individuals have had to in the past or as society has had to following a significant event.

We remember in our studies of history about the importance and value of **teamwork**. The idea of "Together Everyone Achieves More" has been shown to be impactful throughout British history. We provide many opportunities in our teaching and learning to work as part of a team and demonstrate where we can achieve more by working collaboratively. This notion is further enhanced during our historical theme days that take place in each phase at least once a year. The children partake in various collaborative activities and often have to prepare homework or tasks prior to the day in order to help make this a success.

Implementation:

We begin with a child-centred approach to history by exploring changes within their own lives and within living memory. They explore events that are significant locally and nationally and the lives of significant individuals who have contributed to national and international achievements. As pupils progress, they are introduced to more abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'. As they move through the key stages, they continue to explore concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use these to analyse trends and frame historically-valid questions. Even from a very early age, children are exposed to methods of historical enquiry and how evidence is used to make historical claims.

We motivate and enthuse pupils by creating deep links with other curriculum areas including English, maths, science, geography, art and SMSC. Wherever possible, we use first-hand experiences and fieldwork to deepen their understanding of history. We aim to provide some off-site experiences with a specific historical focus so that children can strengthen their understanding through first-hand experiences. We use a range of historical sources of evidence and utilise artefacts, drama, role-play, visiting experts and the latest technology to bring the subject to life. This ensures that their curiosity and fascination are maintained and that history is delivered in an exciting and engaging way. Many of our children and people from the wider community have strong historical links and a vast historical knowledge, so we make use of these experts to engage and motivate pupils further.

Our history curriculum is designed to allow children time to think, discuss, practise, explore and embed. This allows time for teaching, practice and repetition – both in a year group and across both key stages. Curriculum coverage is mapped out carefully from EYFS to Year 6 which allows some key concepts to be developed at a deeper level of learning, understanding and mastery. Fundamental knowledge and skills are covered at key points throughout the primary phase and repeated to allow pupils to build on what has been taught before. Where year groups are covering an area in more depth, this will be highlighted in green on the Curriculum Depth Map below. Lessons will be planned and a knowledge organiser provided for pupils, which outlines the area to be taught, where the new knowledge and skills fit in with their prior learning, any sticky knowledge they need to understand and key vocabulary they need to learn.

Round Hill Primary School



Dream, believe, achieve together.

History Policy

Updated by: Liya Stanko (September 2022)

Contents

- ❖ Curriculum policy addition for History including links to the school vision and ethos
- ❖ Introduction
- ❖ Aims
- ❖ Objectives
- ❖ Principles of Learning
- ❖ Teacher planning
- ❖ Role of History Co-ordinator
- ❖ Assessment and Recording
- ❖ Vulnerable learners and differentiation
- ❖ Equal Opportunities
- ❖ Outdoor learning
- ❖ Resources
- ❖ Links to other policies
- ❖ Appendices:
 - Appendix A: National Curriculum programmes of study for KS1 and KS2
 - Appendix B: Whole school history planning cycles for Cycle A & B
 - Appendix C: History resource information

Introduction

This History policy is to be used together with the National Curriculum (2014, p.188-192), see appendix A. The purpose of the policy is to outline those areas of content and practice which we, as a school, feel are the most important to develop in order for each child to understand and interpret the past.

At Round Hill children are taught to understand the history of Great Britain as a coherent, chronological narrative, from the earliest times to the present day and to consider how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world. They are also taught to 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. In addition to learning about historical events, children are taught to 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.

Aims

At Round Hill we aim to develop in our children:

- a) An enquiring mind and an enjoyment of learning for its own sake.
- b) A chronological understanding of the processes and content involved in the development of Britain, Europe and the World. This understanding to be then used as an aid to develop a child's sense of identity and to help him/her make sense of the 'present age' in which they live.
- c) An awareness of the inter-relationship between the effect of geographical factors and historical change.
- d) A range of historical skills and knowledge as outlined in the National Curriculum Key Stage 1 and 2 programmes of study.

Objectives

These stated aims, hopefully will be achieved through the following general objectives:

- by observing and exploring
- by acquiring and developing historical understanding, knowledge and skills
- by acquiring the knowledge and skills of "how to learn"
- by fostering positive attitudes and interests in the 'challenge' and 'enjoyment' of learning
- by communicating and representing historical data using a variety of media and methods
- by interpreting and evaluating findings in a constructively, critical manner.

Principles of Learning

The on-going work necessary for the achieving of these objectives will be carried out within the overall framework of the following principles.

Each child will be:

- encouraged to fulfil their learning potential in History by the facilitating of and appropriate expectations of high standards – this links to the school ethos of **dreaming**

- helped to grow and gain in self-confidence to enable them to work and think competently either independently or co-operatively – this links to the school ethos of **teamwork** and encouraging the children to be **daring**
- taught the appropriate Historical knowledge, skills and techniques which should then be practised within the personal control of the child as soon as possible to be then used in appropriate contexts – this links to the school ethos of **persevering**
- given opportunities to explore the Historical elements of their local and national environments through first hand experiences e.g. visits, field work, use of outside facilitators coming into school – this links to the school ethos of **reflecting**

Teacher Planning

The National Curriculum details the knowledge, skills and understanding of our History teaching.

Planning for history takes place within broad cross curricular themes but to ensure developmental coverage and continuity over both Key Stages specific subject skills and study units are taught and regularly planned for on a termly basis.

The teachers in each year group planning team decide on a common approach to the work to be covered each term in order to ensure all children in parallel classes cover the same learning.

The Role of the History Co-ordinator

Working collaboratively with the staff co-ordinator responsible for Geography and, as and when appropriate, other colleagues to undertake the following responsibilities:

- help colleagues to develop their understanding of the requirements and relationships between the different parts of the National Curriculum Programmes of study for History and to keep abreast of current developments.
- preparation, monitoring and reviewing of policy documents.
- facilitate and support colleagues in the planning and delivery of the History curriculum within the classroom.
- manage and order resources.
- keep a watching brief on the progression of History throughout KS1 and KS2.
- advise the Head Teacher and School Governors about the development of History throughout the school.

Assessment and recording

Children's work will be assessed as outlined in the School's Assessment Policy. It will be used to monitor the effectiveness of our teaching, the evidence of which is the progress and quality of the children's' learning. This will inform the future planning of the History curriculum. Teachers will respond to children's work according to the school's marking policy.

Assessment will also include the on-going day to day normal classroom practice of gauging children's historical knowledge and understanding by questioning, listening and observation of performance and written work.

Vulnerable learners and differentiation

We will endeavour to support the learning needs of all our children in line with the School's SEND policy. To this end work will be provided appropriate to children's individual needs and abilities. This work will include both differentiation by task and outcome through the use of open ended tasks that children can undertake at their own level.

Equal Opportunities

Each child should have equal access to the History curriculum regardless of gender, race and individual education needs.

A balanced, multicultural approach towards History will widen their historical knowledge and understanding. Care will be taken to avoid negative stereotyping and the promotion of positive attitudes and values to differing cultures and peoples will be encouraged.

Outdoor Learning

At Round Hill we understand that when planned and implemented well, learning outside the classroom contributes significantly to raising standards and improving pupils' personal, social and emotional development.

Therefore we aim to:

- develop learning outside the classroom as an entitlement for all of our children.
- provide our children with outdoor experiences that promote personal development and well-being.
- deliver regular learning outside the classroom activities across a variety of curricular areas for all year groups.
- providing regular opportunities for our children dare, dream, persevere, reflect and be together in contexts outside of the classroom.

Resources

A range of reference and other resource materials supporting the delivery of the History curriculum are located in the corridor outside the cookery room. Also, electronic resources and planning schemes may be available in the History folder on the school network or from the History co-ordinator. Part of this involves a school subscription to the History Association to enable access to: further guidance, more information, schemes of work, sample lesson plans and resources.

Please help and support colleagues by returning promptly, any resources used and replacing neatly in the labelled study unit boxes. It would also help if the History co-ordinator be informed of any shortages and obvious resource needs to support a particular Topic being undertaken.

Appendices

Appendix A – National Curriculum programmes of study for KS1 and KS2

Appendix B – Whole school history planning for Cycles A & B

Appendix C – History resource information

History

Purpose of study

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

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.

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 programme of study.

Schools are not required by law to teach the example content in [square brackets] or the content indicated as being 'non-statutory'.

Subject content

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.

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 [for example, 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 [for example, 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/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality.

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. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

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

Examples (non-statutory)

This could include:

- late Neolithic hunter-gatherers and early farmers, for example, Skara Brae
- Bronze Age religion, technology and travel, for example, Stonehenge
- Iron Age hill forts: tribal kingdoms, farming, art and culture

- the Roman Empire and its impact on Britain

Examples (non-statutory)

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, for example, 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

Examples (non-statutory)

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 Lindisfame

- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

Examples (non-statutory)

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

Examples (non-statutory)

- a depth study linked to one of the British areas of study listed above
- a study over time tracing how several aspects of 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

Examples (non-statutory)

- 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, for example, 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

History

- 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.

Cycle A (2022-2023) – History cycle only

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Understanding the World (People and Communities) Children talk about past and present events in their own lives and in the lives of family members. They know about similarities and differences between themselves and others, and among families, communities and traditions.			Understanding the World (The World) Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.		
Year 1/2	Changes within living memory Toys from the past	Changes within living memory Toys from the past	Exploring the lives of significant individuals in the past who have contributed to national and international achievements (Christopher Columbus)	Not taught this half term	Changes within living memory How houses have changed over time.	Seaside holidays from the past How holidays have changed over time.
Year 3/4	Ancient Egypt The achievements of the earliest civilisations.	Not taught this half term	The Battle of Britain A study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066.	Early Islamic civilisation A non-European history that provides contrast with British history.	Not taught this half term	Not taught this half term
Year 5/6	Not taught this half term	Ancient Greeks	Mayans	Not taught this half term	Not taught this half term	Local History Project

Cycle B (2023-2024) – History topics only

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Understanding the World (People and Communities) Children talk about past and present events in their own lives and in the lives of family members. They know about similarities and differences between themselves and others, and among families, communities and traditions.			Understanding the World (The World) Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.		
Year 1/2	Events beyond living memory: Great Fire of London Famous people: Samuel Pepys	Events beyond living memory: Great Fire of London Famous people: Samuel Pepys	Significant historical events, people & places in the local area. The history of Nottingham.	Changes within living memory Comparing seaside's from the past and present.	Not taught this half term	How transport and travel have changed over time. Famous people: Amelia Earhart and the Wright Brothers.
Year 3/4	Kings and Queens	Not taught this half term	Not taught this half term	Romans Britain's settlements by Anglo-Saxons and Scots – Roman withdrawal from Britain in c. AD410 and the fall of the western Roman Empire. The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.	Not taught this half term	Not taught this half term
Year 5/6	Crime and punishment across the ages	Crime and punishment Galleries of Justice trip	Not taught this half term	History settlement by Iron Age and Stone Age	Not taught this half term	History local study – History of Beeston and Nottingham

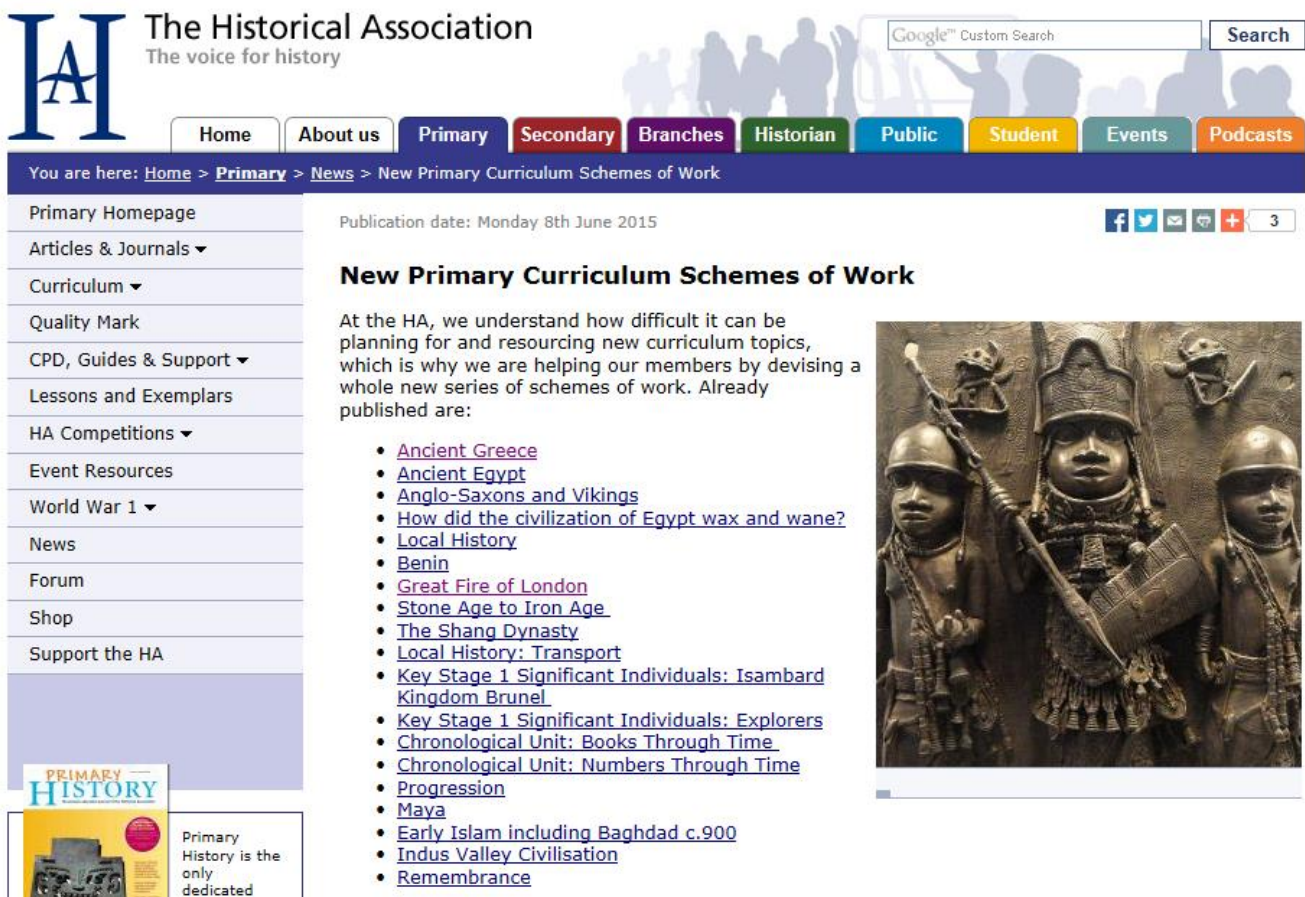
Log in details

Twinkl has lots of planning and resources available. Each phase and planning team has their own individual log ins for this. There are many that are broken down into individual topics too.

- EYFS resources available for Past and Present in Understanding the World: <https://www.twinkl.co.uk/resources/home-early-years/early-years-understanding-the-world/looking-into-the-past-understanding-the-world-eyfs-early-years>
- History KS1 resources available: <https://www.twinkl.co.uk/resources/new-2014-curriculum-resources/2014-curriculum-history-resources/new-curriculum-ks1-history>
- History KS2 resources available: <https://www.twinkl.co.uk/resources/new-2014-curriculum-resources/2014-curriculum-history-resources/new-curriculum-ks2-history>

The History Association has many interactive resources and lessons plans/ideas to use too.

<http://www.history.org.uk/resources/primary.html>



The screenshot shows the homepage of The Historical Association. The header includes the logo 'The Historical Association The voice for history' and a search bar. A navigation menu contains links for Home, About us, Primary, Secondary, Branches, Historian, Public, Student, Events, and Podcasts. The main content area is titled 'New Primary Curriculum Schemes of Work' and includes a list of resources such as Ancient Greece, Ancient Egypt, and Anglo-Saxons and Vikings. A sidebar on the left contains a navigation menu with options like Primary Homepage, Articles & Journals, Curriculum, Quality Mark, CPD, Guides & Support, Lessons and Exemplars, HA Competitions, Event Resources, World War 1, News, Forum, Shop, and Support the HA. At the bottom left, there is a promotional image for 'PRIMARY HISTORY' with the text 'Primary History is the only dedicated'.

The Historical Association

The voice for history

Google™ Custom Search Search

Home About us Primary Secondary Branches Historian Public Student Events Podcasts

You are here: [Home](#) > [Primary](#) > [News](#) > New Primary Curriculum Schemes of Work

Primary Homepage
Articles & Journals ▾
Curriculum ▾
Quality Mark
CPD, Guides & Support ▾
Lessons and Exemplars
HA Competitions ▾
Event Resources
World War 1 ▾
News
Forum
Shop
Support the HA

Publication date: Monday 8th June 2015

New Primary Curriculum Schemes of Work

At the HA, we understand how difficult it can be planning for and resourcing new curriculum topics, which is why we are helping our members by devising a whole new series of schemes of work. Already published are:

- [Ancient Greece](#)
- [Ancient Egypt](#)
- [Anglo-Saxons and Vikings](#)
- [How did the civilization of Egypt wax and wane?](#)
- [Local History](#)
- [Benin](#)
- [Great Fire of London](#)
- [Stone Age to Iron Age](#)
- [The Shang Dynasty](#)
- [Local History: Transport](#)
- [Key Stage 1 Significant Individuals: Isambard Kingdom Brunel](#)
- [Key Stage 1 Significant Individuals: Explorers](#)
- [Chronological Unit: Books Through Time](#)
- [Chronological Unit: Numbers Through Time](#)
- [Progression](#)
- [Maya](#)
- [Early Islam including Baghdad c.900](#)
- [Indus Valley Civilisation](#)
- [Remembrance](#)

