



History Statement and Guidance

Aims and Scope

Alongside the requirements of the National Curriculum 2014, we at Red Oaks Primary School aim for the pupils to:

- Know and understand the history of these islands as a coherent 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.

Guidance

History is all about people, cultures and places of the past and how we know about them. History teaching enables pupils' curiosity about Britain and the Wider World's past to be unravelled. Pupils are able to consider how the past influences the present, what past societies were like, the influence and organisation of politics of the past and how different beliefs influenced actions of the past. Pupils see the diversity of the past and can understand more about themselves as individuals and members of society. In history, pupils find evidence, weigh it up and reach their own conclusions. '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.' (National Curriculum 2014)

Teaching History at Red Oaks

We give children the opportunity to think of themselves as historians. Children are given access to historical artefacts, primary sources and trips to historical sites of interest. We encourage visitors to the school to talk about their own experiences. This also enables children to question and investigate members of the community. Through the use of role play and costumes, staff are able to bring subjects to life as well as children empathising with people of the past.

Red Oaks Primary School has a single subject approach although cross curricular links are made where possible. History is taught in units that are planned across the year and whilst the knowledge will change, the skills that are revisited regularly as children move through the school, are progressive. Units of work are taught in chronological order. Every year group must follow the history progression map to ensure the key knowledge and skills needed are being taught throughout the correct key stages. Each year group also carries out a different study into an area of local history where the children have the opportunity to find out about the place and community in which they live. This is also supported by our 'Red Oaks Rocks' week in the summer term where the children learn about the history and life of Red Oaks

school. Once a year, Red Oaks also celebrates Black History month where the children have the opportunity to learn about influential people from Black History as well as about different cultures. At the beginning of each history unit, the children will have a knowledge organiser in their books in KS2 and large copies on tables for KS1. These will identify the key knowledge that the children should learn by the end of the unit.

Children at Red Oaks Primary School are given a sense of ownership over their work. Ways of developing this include:

- Opportunities to ask questions and wonder about a particular subject area
- Setting common tasks which are open ended and can have a variety of responses
- Setting tasks with different degrees of difficulty
- Providing resources to enable children to question and investigate
- Use of technology to stimulate research, interest and investigation
- Asking 'how do we know?' to stimulate further responses

History in the Foundation Stage

In the Foundation Stage, history is taught under the umbrella of Knowledge and Understanding of the World. This is taught through children investigating their own past and their family's past and discovering the meaning of old and new in the context of artefacts and things that are familiar to them. All children have access to the role play corner, which may have a history focus depending on the topic being taught.

Knowledge

Key Stage One:

Pupils will be taught:

- 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 Two

Pupils will be taught:

- Changes in Britain from the Stone Age to the Iron Age
- The Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- A local history study
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- 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
- 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

The above skills are then split into year groups so that different skills are covered as the children progress through each key stage. The children have these skills in their enquiry books so that they can identify the historical skill they are working on at the beginning of each lesson.

This knowledge and key skills have been broken down into more detail and each year group has an individual history progression map which they must follow.

Assessment

Informal assessment of historical understanding will take place on a lesson to lesson basis in the form of questioning and observations. This will be an important tool in diagnosing strengths and weaknesses and planning future work. History lessons will include both the teaching of knowledge and skills. Each term there will be key History KPI's that the teachers will plan to cover through their history lessons. These will be assessed at the end of the term and reported on an assessment spreadsheet. This will be used to inform future planning and interventions. The children will also have the opportunity to show how they feel about their understanding of KPI's by completing smiley faces in their books against the specific KPI. The children will colour these in yellow for a good understanding or green if they feel they need some more work on the KPI.

Assessment strategies and record keeping will be in line with the assessment policy and record keeping.

The History subject leader and foundation subject leader will be responsible for monitoring the planning, scrutiny of work and observations of history throughout the school, including evidence of work, displays and KPI assessments.

Inclusion

In History teaching at Red Oaks, staff are aware of children's individual needs and how to best differentiate teaching and learning to enable access for all. This is done through adapting teaching to suit a variety of learning styles, often using a multi-sensory approach. Teachers consider classroom organisation and management strategies to ensure optimal access for all learners, including those with physical, sensory and/or learning needs. Teachers have access to specialist support for advice on strategies, target setting and assessment. All disabled pupils are included on the Red Oaks' Vulnerable Learner Database, and their progress is systematically recorded and monitored.

Red Oaks is a Dyslexia Friendly School and all teachers are aware of the Dyslexia Friendly Schools guidelines. The school has also achieved the Inclusion Quality Mark.

The Role of the Subject Leader

The subject leader ensures that both knowledge and skills are taught simultaneously through monitoring of planning, learning walks, pupil conferencing and book scrutiny. Each topic has specific objectives which enable the teacher to assess whether pupils in each year group have achieved the 'expected' standard or are 'working towards' or 'at greater depth.

- Children will use historical language to describe and discuss their knowledge of history.
- Children will have concrete, pictorial and physical experiences to deepen their historical learning.
- Children will develop a love for history which will be shown through their enthusiasm in lessons, uptake of history home learning tasks and questions they ask to deepen their own understanding

History Key Performance Indicator (KPI) Document

HISTORY – KPIS 2021-2022

	Y1	Y2	Y3	Y4	Y5	Y6
Chronology C2	Pupils can sequence an event or two related objects in order of time using key vocabulary to support them.	Pupils can put three people, events or objects from a key historic event in order using a given scale e.g. plotting the events surrounding the fire of London. Pupils should be able to sequence artefacts closer together in time; sequence photos from different periods of their life and describe memories of key events in life.	Pupils can use timelines to place up to five significant events and artefacts from the time studied in order and to understand that timelines can be divided into BC and AD.	Pupils should be able to place and order names, places and dates of significant events on a timeline, showing understanding of BC and AD. Pupils should be able to divide recent history into present, using 21st century and the past using 19th and 20th centuries.	Pupils should be able to know and sequence key events, movements and dates from the time they are studying. Pupils should also be able to place and relate current studies to previous studies, using relevant terms and period labels. Pupils should also be able to use timelines to place and sequence local, national and international events.	Pupils should be able to use timelines to place events, periods and cultural movements around the world and use these as a reference point. Pupils should use key timelines to identify changes and development in one key area, for example, culture, technology, society and religion; within and across different periods.
Knowledge and understanding of events, people and changes in the past K1	Pupils should tell the difference between past and present in their own lives and other people's lives; and begin to suggest why something might be different. Pupils can begin to describe similarities and differences between events and artefacts.	Pupils can look at two similar sources of information to identify and describe similarities and differences between significant events then and now. Pupils can then confidently suggest why something might be different.	Pupils are able to use two or more sources to describe the differences and similarities between houses and settlements; culture and the way of life; people's beliefs and attitudes; main events and differences between rich and poor.	Pupils are beginning to use a range of sources to describe the differences and similarities between houses and settlements; culture and the way of life; people's beliefs and attitudes; main events and differences between rich and poor. Pupils should be able to give a reason for these changes.	Pupils can use a range of sources to describe the differences and similarities between houses and settlements; culture and the way of life; people's beliefs and attitudes; main events and differences between rich and poor. Pupils should be able to give more than one reason for these changes and support this using evidence from a given source.	Pupils can confidently use and select a range of reliable sources to describe the differences and similarities between houses and settlements; culture and the way of life; people's beliefs and attitudes; main events and differences between rich and poor. Pupils should be able to give multiple reasons for these changes and support this using evidence from a chosen reliable source.
Historical Interpretation I1	Pupils will look at the similarities and differences of two different recounts within their own lives, comparing themselves to an older family member.	Pupils will look at the similarities and differences of two different recounts of the same historical event.	Pupils should look at two different versions of the same event, and viewpoints and identify differences in the accounts. Pupils should show an understanding of how these viewpoints are different.	Pupils should look at two different versions of the same event and viewpoints and identify differences in these accounts. Pupils should also give reasons to why the accounts are different, showing an understanding that people in the past represent events or ideas in a way that persuades others. Pupils should show understanding of how these viewpoints are different and begin to discuss why.	Pupils should look at two different versions of the same event and identify and explain why any differences may occur within these accounts. Pupils should also give reasons to why the accounts are different, showing an understanding that some information from the past is propaganda, opinion or misinformation and that this affects interpretation in history.	Pupils should look at two different versions of the same event and identify and explain why any differences may occur within these accounts. Pupils should also give reasons to why the accounts are different, showing an understanding that some information from the past is propaganda, opinion or misinformation and that this affects interpretation in history, leading to different conclusions. Pupils should be able to question the reliability of a source (both primary and secondary) and then select the most appropriate.

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						giving reasons to why a resource is or is not reliable.
Historical Enquiry - Sources	Pupils can look at books, videos, photographs, pictures and artefacts to find out about the past.	Look carefully at pictures and artefacts to find information out about the past. Look at and discuss a range of sources e.g. books, pictures, stories, pictures, photographs, artefacts, and the internet to find out about the past.	Pupils should look at and begin to use a range pictures and artefacts to find information out about the past. Look at and use a range of sources e.g. books, pictures, stories, pictures, photographs, artefacts, historic buildings, visits to sites and the internet to find out about the past.	Pupils should look at and use a range pictures and artefacts to find information out about the past and to begin to build up a picture of a past event. Pupils should begin to select and use a range of relevant sources e.g. books, pictures, stories, pictures, photographs, artefacts, historic buildings, visits to sites and the internet to find out about the past.	Pupils should look at and use a range pictures and artefacts to find information out about the past and to begin to build up a picture of a past event. Pupils should select and use a range of reliable sources. Selecting relevant information to build a line of enquiry e.g. books, pictures, stories, pictures, photographs, artefacts, historic buildings, visits to sites and the internet to find out about the past.	Pupils should look at and use a range pictures and artefacts to find information out about the past and to suggest omissions and the means of finding out. Pupils should select and use a range of reliable sources. Selecting relevant information to build a line of enquiry e.g. books, pictures, stories, pictures, photographs, artefacts, historic buildings, visits to sites and the internet to find out about the past. Pupils should gather knowledge from several sources together, in a fluent account.
Historical Enquiry - questions	Pupils should explore events and artefacts from the past and ask and answer simple questions e.g. which things are old/new? What were people doing? What is this object used for?	Pupils should use a source to ask simple why, what, where, when and how questions to help them find the answers to support their learning. Pupils should answer questions about the past e.g. what was it like for a...? What happened in the past? How long ago did it happen?	Pupils should use more than one source to ask who, what, where, when and why questions to gain a better understanding of the past. Pupils should answer who, what, when, where and why questions beginning to use sources of evidence to support their answers.	Pupils should use multiple sources to ask who, what, where, when and why questions to gain a better understanding of a period in time. Pupils should answer who, what, when, where and why questions using sources of evidence to justify their answers.	Pupils should use multiple sources to pose a range of questions to gain a better understanding of a period in time. Pupils should answer a range of questions using sources of evidence to justify their answers and give reasoning behind it. Pupils should also begin to form and give their own opinion when answering questions.	Pupils should use multiple sources to address and devise a range of historically valid questions to follow their own line of enquiry. Pupils should answer a range of questions using sources of evidence to justify their answers and give reasoning behind it. Pupils should be able to form and give their own opinion when answering questions.
Organisation and Communication O1	Pupils should communicate ideas about history in their lives using one approach such as role-play, ICT, speaking and listening, drawing and storytelling.	Pupils communicate ideas about people, objects or events from the past using two different approaches such as speaking, writing, drawing, role-play, storytelling and using ICT.	Pupils communicate knowledge about people, objects or events from the past, using a variety of approaches such as discussions, different genres of writing, drawing, drama, diagrams, annotations, data handling and using ICT.	Pupils communicate knowledge about people, objects or events from the past, using a variety of approaches such as discussions, different genres of writing, drawing, drama, diagrams, annotations, data handling and using ICT. Pupils should use subject specific words and discuss the most appropriate way to present the information for the given audience.	Pupils communicate knowledge about people, objects or events from the past, using a variety of approaches such as discussions, different genres of writing, drawing, drama, diagrams, annotations, data handling and using ICT. Pupils should use subject specific words and independently choose the most appropriate way to present the information for the given audience.	Pupils communicate knowledge about people, objects or events from the past, using a variety of approaches such as discussions, different genres of writing, drawing, drama, diagrams, annotations, data handling and using ICT. Pupils should use subject specific words and independently choose the most appropriate way to plan and present for a self-directed project or research about the study period.

