

## Temple Ewell Church of England Primary School

### History Policy 2021

*Jesus Christ the same yesterday, and today, and for ever (Hebrews 13:8)*

#### **1. Subject statement**

##### **Intent**

At Temple Ewell we know through history, we can learn how past societies, ideologies, governments, and cultures were built, how they operated, and how they have changed. We understand that history encourages a deeper understanding of difference. That there are lessons, both good and bad, to be learned from the way our ancestors have interacted with other people who have different ways of living. In a modern world where inclusivity is embraced no matter your background, an understanding of how past societies have integrated is key to humanity improving in the future. At Temple Ewell we believe that a rich and broad history education helps our children to paint a detailed picture of where they stand today. Helping our children to make sense of the present as well as the past, and to appreciate the complexity and diversity of human societies and development.

Our curriculum is based on the national curriculum and is a progression of history knowledge, structured to building our children's understanding of abstract concepts, such as empire, monarchy and migration. Children will leave our school with range of skills in information gathering, analysis and communication that will allow them to apply them to many other subjects and allow them to be successful with all their future learning.

Our 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 develop understanding of the nature, processes and methods of history through different types of history enquiries that help them to answer scientific questions about the world around them
- 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', 'Church', 'Technology' and 'Monarchy'
- 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.

### **Implementation**

Our teachers create a positive attitude to history learning in their classrooms and reinforce expectations that all pupils are capable of achieving high standards in history. Our whole school approach to teaching and learning involves the following:

- History questions will be planned and arranged across the classes in a two year cycle. This strategy enables the achievement of a greater depth of knowledge of abstract ideas and vocabulary.
- Within our planning, we use a big history question as our primary learning intention, with each lesson used as stepping stones of knowledge building and understanding to answer our history question.
- Teachers use appropriately challenging vocabulary in lessons, explicitly teaching these concepts and use them regularly in context allowing our children to build knowledge and understanding of abstract terms such as empire, civilisation, church, technology and monarchy through the different aspects of history covered throughout our key stages and year groups.
- Historical enquiry is embedded into lessons to ensure these skills are being developed throughout the children's school career allowing them to confidently make links, contrast arguments and interpret different types of evidence.
- Children are offered a wide range of extra-curricular activities, themed expert led workshops, visits and trips to complement and broaden the curriculum. These are purposeful and link with the historical aspect being taught.

### **Impact**

Temple Ewell's knowledge rich, enquiry based curriculum allows our children to develop curiosity and inquisitiveness about life in the past and an understanding of life in the present. They will have a good knowledge of significant events in British history and an appreciation of how societies and people have changed over time. Our children are excited by history and can confidently ask perceptive questions, think critically, weigh evidence and develop perspective to make judgement about cause/consequence. They will have an understanding of society and their place within it, so that they develop a sense of their cultural heritage. They will gain perspectives between local and international history that will encompass all areas of history such as political and religious. Our children will 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 allowing them to continue to understand challenges of their futures.

## **2. Teaching and Learning**

The principle focus for teaching and learning at Temple Ewell is to broaden our children's view of the world around them through a rich and broad curriculum. This enables their understanding and natural curiosity to build and deepen throughout their primary school career, so when they leave our school they can recognise links and apply their knowledge to all aspects of their learning. They will be confident, independent and motivated learners. We will do this by:

- A big **history question** is the focus of our planning with a 'stepping stone' question at the centre of each lesson enabling all children to build and deepen their understanding of the historical concepts
- **Challenging vocabulary** is introduced through direct teaching and revisited regularly to embed and deepen knowledge and understanding.
- Children have a range of **purposeful engaging activities** to deepen their understanding.
- Children are encouraged to **learn collaboratively** with others, **experiencing** differing roles.
- Children are given opportunities to explore a **wide range of historical evidence** to allow them to discern how and why **contrasting arguments and interpretations** of the past have been constructed
- **Planning** involves creating engaging lessons where **curiosity is celebrated** in a positive environment.
- Teachers use precise questioning to test historical knowledge enabling the **inclusion of all children**.
- Historical themes have been carefully mapped across each year group and through the school to ensure abstract vocabulary knowledge is **developed and built upon**.
- Teachers find opportunities to develop children's understanding by accessing outdoor learning, visit and trips or introduce the children to experts.

## **3. Assessment**

Children's progress is continually monitored throughout their time at Temple Ewell school and is used to inform teaching and learning. Children will receive effective feedback through teacher assessment in line with school's marking policy. By the end of each historical concept, children are expected to have a secure understanding of key aspects of the learning and be able to effectively answer the big historical question.

## **4. Planning and Resources**

Planning is a process in which all teachers are involved. At Temple Ewell all teachers use the big historical question as the focus for all lessons. Teachers have access to the Historical Association Schemes of work to inform their planning and to source support and resources.

We have a sufficient range of history resources to aid and support the teaching of all historical concepts taught. These are kept in a central store area in the school where they are labelled and easily accessible to all staff or within the corresponding classrooms.

## **5. Organisation**

History will be arranged, planned and taught in historical concepts with big historical questions over a two year rolling programme due to the mixed age class organisation of our school. Each big historical question is mapped across a child's school career so knowledge and abstract vocabulary is built on

and revisited to embed concepts and deepen understanding. Table 1. shows a curriculum overview with the main themes and challenging vocabulary concepts.

Table 1. Temple Ewell History Curriculum Overview

	Terms 1 & 2	Terms 3 & 4	Terms 5 & 6
<b>Acorns</b>	Ourselves	Into the gallery	On the Move
	Twinkle, Twinkle, little star	Dinosaurs	Superheroes
<b>Cycle A</b>	<b>What planet do we come from?</b> Who is Neil Armstrong? Who was the first person in space? What is space?	<b>How was the dinosaur age different to modern day?</b> When were the dinosaurs alive? What dinosaurs were there? What did dinosaurs eat? Who is Mary Anning? How are dinosaurs different to modern day animals?	<b>What makes a hero?</b> Who is the Queen? What does she do? When have you done something special or helped someone? When has someone helped you?
	<i>Technology</i>	<i>Civilisation</i>	<i>Monarchy Church</i>
<b>Cycle B</b>	<b>What is special about you and why are you important?</b> How has my family changed? Who is in our family? How do humans change from birth to adulthood? How have toys changed throughout history? What type of toys do we play with and have they changed from what our parents played with?	<b>How has art changed over the years?</b> How has art changed through the years? Where did these artists live? Did their environment impact their art?	<b>History</b> <b>How has transport changed?</b> Which modes of transport are there? How has transport changed over the years? Who was Christopher Columbus?
	<i>Church Technology</i>	<i>Civilisation</i>	<i>Technology</i>
<b>Willows</b>	The Navigator.	Who Am I?	Wonder Women.
<b>Cycle A</b>	<b>What impact have people &amp; inventions had on the world?</b> What are the similarities/differences? How have things changed? Wright brothers - flight, aeroplanes, space travel - Tim Peake- time line, transport - planes, cars, trains, bikes etc	<b>How do we order different times in our lives/history?</b> Chronology - sequence events in life - What can I do in the past, present, future? How do we order dates on a timeline? What important memories do you have?	<b>How did these famous women change lives?</b> Mary Seacole, Florence Nightingale. What are the similarities/differences? What would it be like for the nurses, soldiers?
	<i>Monarchy Technology</i>	<i>Technology</i>	<i>Civilisation</i>

	The Great Fire Of London	A bride too far	Local History
Cycle B	<p><b>Was the GFL good or bad for the people of London?</b></p> <p>What are the facts?</p> <p>What are the order of events?</p> <p>What are the similarities and differences between London now and then?</p>	<p><b>What impact have people &amp; inventions had on the world?</b></p> <p>Who is Isambard Brunel?</p> <p>How did Isambard Brunel's inventions change the world?</p> <p>What did Isambard Brunel invent?</p>	<p><b>How has Kearsney Abbey Changed?</b></p> <p>How has Kearsney changed over time?</p> <p>Has it changed uses?</p> <p>How different is it now?</p>
	<i>Technology Civilisation</i>	<i>Technology Empire</i>	<i>Monarchy</i>
<b>Elms</b>	Invaders and settlers	China	Tudors
Cycle A	<p><b>What was important about 1066?</b></p> <p>Why was 1066 a bad year for Harold?</p> <p>What did William do for Britain?</p> <p>What challenges did they face in establishing settlement?</p>	<p><b>Why were the ancient Chinese Dynasties Important?</b></p> <p>Why were bronzes so important?</p> <p>What was special about the Shang?</p> <p>How important was Fu Hao?</p>	<p><b>What was the impact of Henry VIII?</b></p> <p>Was Henry VIII a Good or Bad King?</p> <p>How did he the change the church?</p>
	<i>Civilisation Church</i>	<i>Empire Civilisation Church Monarchy</i>	<i>Empire Civilisation Church Monarchy</i>
	Romans	Vikings	Monarchs
Cycle B	<p><b>What was the impact of the Romans on Britain?</b></p> <p>Why did the Romans invade?</p> <p>What was life like in a Roman town?</p> <p>What did the Romans leave us?</p>	<p><b>Who were the Vikings?</b></p> <p>Why did they come to Britain and move away from where they were born?</p> <p>What challenges did they face in establishing settlement?</p> <p>How did they contribute to Britain?</p>	<p><b>How did Elizabeth I influence Britain?</b></p>
	<i>Empire Civilisation</i>	<i>Civilisation</i>	<i>Church Monarchy</i>
<b>Sycamores</b>	Ancient Greece	Local History	British History
Cycle A	<p><b>How have the Ancient Greeks impacted on our life today?</b></p> <p>How did the ancient Greeks celebrate their Gods?</p> <p>What was everyday life like for the ancient Greek citizens?</p> <p>What can a pot tell us?</p>	<p><b>How was Temple Ewell involved in the Christian crusades?</b></p> <p>Who were the Knights Templar?</p> <p>Are the legends true?</p> <p>What evidence can we find locally?</p>	<p><b>What has been the impact of migration in Britain?</b></p> <p>Why did migrants come to Britain?</p> <p>What were the experiences of migrants in Britain?</p> <p>What was the impact of migration to Britain?</p>
	<i>Civilisation Church Monarchy</i>	<i>Empire Civilisation Church Monarchy</i>	<i>Empire Civilisation Church Monarchy</i>

	Mayans	Britain during Stone, Bronze and Iron Age	Local history
<b>Cycle B</b>	<b>Where the Mayans important?</b> What was different about their beliefs? What is surprising about Mayan's cities?	<b>What were the significant developments during these ages?</b> What changed between each of the ages? What was significant about Skara Bara? What was everyday life like?	<b>What local history was a significant part of British history?</b> Why is the Maison Dieu important to our local history? Who killed Thomas Becket? Why were the cinque ports important to Britain?
	<i>Civilisation Technology</i>	<i>Civilisation Technology</i>	<i>Church Monarchy</i>
<b>Oaks</b>	Victorians	Anglo Saxons	British History
<b>Cycle A</b>	<b>How were the Victorians a significant turning point in British history?</b> How did life in Britain improve? How did Queen Victoria grow the British empire? How did Charles Darwin change science?	<b>What impact have Anglo Saxons had?</b> Where did the Angles, Saxons, Jutes, Frisians come from? What challenges did they face in establishing settlement? How was Christianity born in Britain?	<b>How has black culture impacted Britain?</b> What were the experiences of life in Britain for the first Wind rush arrivals? How did British culture evolve as a result of immigration from the Caribbean?
	<i>Empire Civilisation Church Monarchy Migration</i>	<i>Civilisation Church Monarchy</i>	<i>Empire Civilisation Monarchy</i>
	Social Changes	Egyptians	World War 2
<b>Cycle B</b>	<b>Why did America change during the 1920s &amp; 30s?</b> Did this impact Britain? What was the biggest social reform? How did life compare for different people during this time?	<b>What were the achievements of Ancient Egyptians?</b> How did religion affect life in Ancient Egypt? Significant events and individuals? What were the major technologies?	<b>What significance did the Battle of Britain have on the UK?</b> Why Kent was important to the Battle of Britain. What happened to Kent during WW2. How did life compare in Dover then and now.
	<i>Civilisation Technology</i>	<i>Empire Civilisation</i>	<i>Church Monarchy</i>

## **6. EYFS**

The Foundation Stage deliver history content through the 'Understanding of the World' strand of the EYFS curriculum. This involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

## **7. Equal Opportunities and Inclusion (eg EAL/SEN/PPG/HA)**

At Temple Ewell Primary School we are committed to providing all children with an equal entitlement to scientific activities and opportunities regardless of race, gender, culture or class. In our school we aim to meet the need of all our children by providing a variety of approaches to scaffold learning, enabling all to achieve. Teachers use the school's inclusion policy to ensure that a range of strategies are used which includes and motivates all learners, ensuring that optimum progress is made throughout the lesson.

## **8. Role of Subject Leader**

It is the responsibility of the subject lead to monitor the standards of the children's learning. Evidence of outstanding history includes:

- Book show progression of knowledge and understanding are progressing.
- Lessons are planned to deepen and build children's understanding.
- Conferencing with children proves children are excited and motivated by the subject.
- Children are given opportunities to experience trips or visitors to deepen understanding.

The subject leader is also responsible for: supporting colleagues in their teaching; for being informed about current developments in the subject and for providing a strategic lead and direction for history in the school. The subject leader monitors the budget, resources history concepts and supports the booking of trips and workshops. The subject leader has specially-allocated time for fulfilling the task of monitoring, training and liaising with other subject leaders from other schools.