

Pinchmill Primary History Policy

Intent

The Pinchmill Primary School knowledge rich history curriculum that is a careful sequence of lessons to help teachers ensure that they have progressively covered the skills, key knowledge and vocabulary required in the National Curriculum. Children leave Pinchmill Primary with a secure understanding of chronology; both in Britain and the wider world. Through carefully planned, progressive lessons, pupils are taught about the significance of different historical periods, key historical figures and how History has influenced their lives today. Our intention is that children learn both about History and from History, adopting a curiosity and awareness of how History has been interpreted by different people at different times. Through our history curriculum aim to develop historical skills and concepts that are transferable to whatever period of history is being studied and will equip children for future learning. These key historical skills and concepts, which are revisited throughout the different study areas.

These are:

- Investigate and interpret the past – this concept involves understanding that our understanding of the past comes from an interpretation of the evidence (artefacts)
- Build an overview of world history – this concept involves an appreciation of the characteristic features of the past and an understanding that life is different for different sections of society (settlements, beliefs, culture and pastimes, location, food and farming, travel and exploration, conflict, society)
- Understand chronology – this concept involves an understanding of how to chart the passing of time and how some aspects of history studied were happening at similar times in different places (main events)

Through the study of historical evidence and through exploring their local area, pupils will develop a deep understanding of the rich History of their locality. Perhaps more poignantly, pupils will leave our school aware of today's challenges and how they will be viewed historically in later years

Implementation

Each of the topic areas to be studied at either of the Key Stages has a knowledge organiser and a proof of progress sheet. These help both the child and teacher relate each topic to previously studied topics and to form strong, meaningful connections. The knowledge organiser is divided into areas that relate back to previous learning, knowledge, vocab and concepts.

Being a school with mixed age classes, we follow Primary Knowledge Curriculum's two year rolling programme. Through the use of the knowledge organiser and assessment activities, the teacher will guide the children by teaching the skills required e.g. labelling a timeline. They will enable children to learn and retain the required key knowledge and vocabulary. Teachers will also ensure that each lesson has a period of consolidation to revise prior learning. Teachers know that within the classroom, the lower age group is expected to achieve the basic level and the older age group is expected to achieve the advanced level with those at greater depth achieving the deep level. Teachers will also ensure that key vocabulary is displayed appropriately to aid the ability to communicate using the correct historical terminology.

Impact

The impact of using the Pinchmill history curriculum will be visible through more displays throughout the school relating to history topics. The learning environment across the school will be more consistent with historical technical vocabulary displayed, spoken and used by all learners. Whole school and parental engagement will be improved by history-specific take-home tasks with suggestions for wider learning. In project books, the skills learned will be evidenced through the work displayed. These will be monitored via book scrutinises conducted by the subject lead. Impact will also be measured through key questioning skills built into lessons (formative assessment), child led assessment through success criteria, and summative assessment at the end of each topic aimed at targeting next steps in learning.

**PINCHMILL PRIMARY HISTORY SKILLS / KNOWLEDGE
PROGRESSION**

Learning Objectives	1	2	3
<p>To investigate and interpret the past</p> <p>(Evidence and artefacts used)</p>	<p>1.1 Observe or handle evidence to ask questions and find answers to questions about the past.</p> <p>1.2 Ask questions such as: What was it like for people? What happened? How long ago?</p> <p>1.3 Use artefacts, pictures, stories, online sources and databases to find out about the past.</p> <p>1.4 Identify some of the different ways the past has been represented.</p>	<p>2.1 Use evidence to ask questions and find answers to questions about the past.</p> <p>2.2 Suggest suitable sources of evidence for historical enquiries.</p> <p>2.3 Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p> <p>2.4 Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</p> <p>2.5 Suggest causes and consequences of some of the main events and changes in history.</p>	<p>3.1 Use sources of evidence to deduce information about the past.</p> <p>3.2 Select suitable sources of evidence, giving reasons for choices.</p> <p>3.3 Use sources of information to form testable hypotheses about the past.</p> <p>3.4 Seek out and analyse a wide range of evidence in order to justify claims about the past.</p> <p>3.5 Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</p> <p>3.6 Understand that no single source of evidence gives the full answer to questions about the past.</p> <p>3.7 Refine lines of enquiry as appropriate.</p>

<p>To build an overview of world history</p> <p>(Location, beliefs, settlements, culture)</p>	<p>1.5 Describe historical events.</p> <p>1.6 Describe significant people from the past.</p>	<p>2.6 Describe changes that have happened in the locality of the school throughout history.</p>	<p>3.8 Identify continuity and change in the history of the locality of the school.</p>
<p>and pastimes, food and farming, travel and exploration, society, and conflict)</p>	<p>1.7 Recognise that there are reasons why people in the past acted as they did.</p>	<p>2.7 Give a broad overview of life in Britain from ancient until medieval times.</p> <p>2.8 Compare some of the times studied with those of other areas of interest around the world.</p> <p>2.9 Describe the social, ethnic, cultural or religious diversity of past society.</p> <p>2.10 Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p>	<p>3.9 Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times.</p> <p>3.10 Compare some of the times studied with those of the other areas of interest around the world.</p> <p>3.11 Describe the social, ethnic, cultural or religious diversity of past society.</p> <p>3.12 Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p>

<p>To understand chronology</p> <p>(Main events – dates and time)</p>	<p>1.8 Place events and artefacts in order on a timeline.</p> <p>1.9 Label timelines with words or phrases such as: past, present, older and newer.</p> <p>1.10 Recount changes that have occurred in their own lives.</p> <p>1.11 Use dates where appropriate.</p>	<p>2.11 Place events, artefacts and historical figures on a timeline using dates.</p> <p>2.12 Understand the concept of change over time, representing this, along with evidence, on a timeline.</p> <p>2.13 Use dates and terms to describe events.</p>	<p>3.13 Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</p> <p>3.14 Identify periods of rapid change in history and contrast them with times of relatively little change.</p> <p>3.15 Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline.</p> <p>3.16 Use dates and terms accurately in describing events.</p>
<p>To communicate historically</p> <p>(vocabulary)</p>	<p>1.12 Use words and phrases such as: a long time ago, recently, when my parents/carers</p>	<p>2.14 Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> - dates - time period 	<p>3.17 Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> - dates - time period
	<p>were children, years, decades and centuries to describe the passing of time.</p> <p>1.13 Show an understanding of the concept of nation and a nation’s history.</p> <p>1.14 Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.</p>	<ul style="list-style-type: none"> - era - change - chronology. <p>2.15 Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</p>	<ul style="list-style-type: none"> - era - chronology - continuity - change - century - decade - legacy. <p>3.18 Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.</p> <p>3.19 Use original ways to present information and ideas.</p>

