

# Garvestone History Policy

## History Aims:

To help pupils gain a coherent knowledge and understanding of their country's past and that of the wider world.

To inspire pupils' curiosity, leading them to ask relevant questions and think critically when searching for answers.

To challenge pupils to view events from different perspectives, leading to greater empathy and understanding of events and situations.

To engage pupils' creative and critical thinking about change, both locally and globally, and the implications for the future.

## Why is History important?

History is important because it helps pupils to understand and interpret the past, and therefore, the present.

Through history, pupils develop a deeper cross-cultural awareness and understanding of their own and others' heritage, through looking at evidence and asking and answering questions.

In history, we can analyse successes and failures, which, in turn, teaches us to learn from our mistakes.

## When is History taught?

History is taught through thematic units. The attached overview (Appendix 1) maps out which thematic units feature this subject and the Long-Term Plan (Appendix 2) clearly shows the objectives taught.

## How is History taught?

History is taught through a combination of subject knowledge, historical skills, enquiry and fieldwork. Learning takes place both inside and outside the classroom.

## What do we learn about in History?

We learn about the following:-

Old Things  
Wars (World Wars, Civil Wars)  
The Ancient Greeks  
The Inuits  
Roman Empire and Invasions  
Inventors e.g. Thomas Edison  
The Mayans  
The Benin  
Famous historical figures  
Broadcasting  
Religions  
Democracy  
Transport  
Extinction  
Animation  
Technology e.g. the Internet and World Wide Web  
The Moon Landing  
Significant local history figure / event  
Apartheid / Anti-Semitism  
Discovery of America / Native Americans  
Legacy

### **How do we assess and monitor History?**

Assessment is an ongoing process in the classroom as teachers observe pupils' oral and written responses. Opportunities for assessment exist in medium term plans and are built into all activities. When a new unit is introduced the title and supporting materials are displayed to a class. Pupils use their existing knowledge to summarise what they already know about the topic and consider what will be taught. At the end of a unit pupils are encouraged to reflect on their learning against unit knowledge ladders. As a class a theme review sheet will be completed (Appendix 3)

The learning objectives and outcomes within each lesson offer teachers opportunities for checking progress. Consistency of judgment is ensured by using skills ladders (Appendix 4) and advice by the coordinator. The main method of assessing children's knowledge, skills and understanding is through the use of Assessment for Learning. Parents are informed of curriculum coverage in a curriculum newsletter sent out each term and the progress achieved by their child in the end of year report.

### **Who do we learn about in History?**

We learn about the following individuals:-

Thomas Edison  
Walt Disney  
Mother Teresa  
Neil Armstrong  
Roman Emperors and rulers  
Martin Luther-King  
Nelson Mandela  
Rosa Parks  
Various World Leaders  
Tim Berners-Lee  
John Logie Baird  
Steve Jobs  
Carl Linnaeus

# Appendix 1



## CURRICULUM SUBJECTS OVERVIEW

### HISTORY

Learning Pathways	C1		C2		C3		C4	
 <b>Pathfinders</b>	<b>Unity in the Community</b>	<b>Land Ahoy!</b>	<b>Zero to Hero</b>	<b>Come Fly With Me! The Arctic Circle</b>	<b>Happily Ever After</b>	<b>Inter-Nation Media Station</b>	<b>Going Wild</b>	<b>Light Up the World</b>
	Significant Local Historical Figure / Event		Famous People	The Inuits		History of Broadcasting	Extinction	
 <b>Adventurers</b>	<b>Athens v Sparta</b>	<b>Law and Order</b>	<b>A World of Difference</b>	<b>Come Fly With Me! Africa</b>	<b>That's All Folks!</b>	<b>Lightning Speed</b>	<b>Picture Our Planet</b>	<b>Under The Canopy</b>
	Ancient Greece	History of Democracy	History of Religions	The Benin	History of Animation	The Worldwide Web		The Mayans
 <b>Navigators</b>	<b>Wars of the World</b>	<b>You're Not Invited</b>	<b>I Have a Dream...</b>	<b>Come Fly With Me! America</b>	<b>Mission Control</b>	<b>A World of Bright Ideas</b>	<b>Full of Beans</b>	<b>Global Warning</b>
	World Wars Civil Wars	The Romans	Apartheid Anti-Semitism	Discovery of America Native Americans	The First Moon Landing Satellites	Past Inventions		



## Appendix 2

### Pathfinders History Coverage

COME FLY WITH ME! ARCTIC CIRCLE	ZERO TO HERO	GOING WILD!	INTER-NATION MEDIA STATION	UNITY IN THE COMMUNITY
<ul style="list-style-type: none"> <li>To know about the Inuit people group and their traditions and customs</li> </ul>	<ul style="list-style-type: none"> <li>Pupils should be taught about events beyond living memory that are significant nationally or globally</li> <li>To realise that setbacks do not have to be a barrier to achievement – Michael Jordan</li> <li>To learn that perseverance is vital to achievement – Thomas Edison</li> <li>To understand that circumstances do not have to be a barrier to achievement – Malala Yousafazi</li> <li>To learn to overcome rejection in order to go on to succeed – Walt Disney</li> <li>To understand how showing respect for individuals leads to gaining respect – Mother Teresa</li> </ul>	<ul style="list-style-type: none"> <li>To know that some animals are endangered, the reasons why and what is being done to preserve these species</li> </ul>	<ul style="list-style-type: none"> <li>Pupils should be taught about the lives of significant individuals in the past who have contributed to national and international achievements</li> <li>To learn about how news was shared in the past</li> <li>To know about the ways in which news is shared today, compared with in the past</li> <li>To learn about the invention and development of the television</li> <li>To learn about development of radio broadcasting and how radios were used in World War II</li> </ul>	<ul style="list-style-type: none"> <li>Pupils should be taught about changes within living memory</li> <li>Pupils should be taught about significant historical events, people and places in their own locality</li> <li>To know about significant historical events, people and places in their own locality</li> </ul>

National Curriculum Objectives = 

## Adventurers History Coverage

COME FLY WITH ME! AFRICA	UNDER THE CANOPY	ATHENS V SPARTA
<p style="color: #00a0e3;">Pupils should be taught about a non-European society that provides contrasts with British history</p> <ul style="list-style-type: none"> <li>To know the location of the continent of Africa and can identify its largest countries</li> <li>To know about some aspects of African culture</li> <li>To learn about the Benin Early Period</li> </ul>	<p style="color: #00a0e3;">Pupils should be taught about a non-European society that provides contrasts with British history</p> <ul style="list-style-type: none"> <li>To understand where names come from and what they mean</li> <li>To understand the relationship between where we originate from and what our names mean</li> <li>To learn what it would have been like for the Mayans, living in the rainforest</li> </ul>	<p style="color: #00a0e3;">Pupils should be taught about Ancient Greece</p> <ul style="list-style-type: none"> <li>To know the location of Greece</li> <li>To learn about the Greek Empire</li> <li>To understand the importance of Athens and Sparta</li> <li>To know about some of the important battles e.g. The Persian Wars</li> <li>To learn about Greek mythology</li> <li>To discover the legacy of the Ancient Greeks e.g. democracy and buildings</li> </ul>

National Curriculum Objectives =

## Navigators History Coverage

A WORLD OF BRIGHT IDEAS	MISSION CONTROL	WARS OF THE WORLD	YOU'RE NOT INVITED	COME FLY WITH ME! AMERICA	I HAVE A DREAM...
<ul style="list-style-type: none"> <li>To learn about important inventions from the past</li> </ul>	<ul style="list-style-type: none"> <li>To learn about space exploration and discovery</li> <li>To develop knowledge and understanding of famous astronomers, as well as significant worldwide astronauts.</li> <li>To learn about the development and role of satellite communication</li> </ul>	<p style="color: #0070C0;">A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <ul style="list-style-type: none"> <li>To know and understand why wars occur</li> <li>To learn about the two world wars and understand their impact</li> <li>To understand what a civil war is and have some knowledge of famous civil wars</li> <li>To know where current wars are taking place in the world</li> <li>To learn about pacifism and the concept of peace</li> </ul>	<p style="color: #0070C0;">Pupils should be taught about the Roman Empire</p> <ul style="list-style-type: none"> <li>To learn the meaning of the word 'invasion' and understand the possible reasons for and consequences of an invasion</li> <li>To know the location of Italy and the Roman Empire</li> <li>To understand why the Roman Army was so successful in their invasions</li> <li>To learn about some of the famous battles that took place during the Roman era</li> <li>To understand the impact of the Roman invasions on the inhabitants of those countries invaded</li> </ul>	<ul style="list-style-type: none"> <li>To learn about the discovery of America</li> <li>To know about the Native Americans</li> </ul>	<ul style="list-style-type: none"> <li>To learn the definition of apartheid</li> <li>To know about the Jim Crow Laws and how they affected black people</li> <li>To learn about Martin Luther King and the impact he had on society</li> <li>To become familiar with Nelson Mandela's role in the anti-apartheid movement in South Africa</li> <li>To know about and understand other forms of discrimination e.g. anti-semitism</li> </ul>

## Appendix 3



# THEME REVIEW

I  
PRIMARY SCHOOL  
COLLABORATIVE REVIEW

Teacher:	Year:	Class:
W/B:	Theme:	Term:

TEACHER	PUPILS				OTHER STAFF
	WHAT WE NOW KNOW...	WHAT WE NOW CAN DO...	WHAT WE NOW UNDERSTAND...	GENERAL COMMENTS	

**Guidance notes:-**

This form is to be used as an assessment tool to inform future planning and evaluation. Teachers, pupils and other staff are encouraged to reflect on the learning that has taken place during the half term and write comments above, matched against the success criteria. This is crucial to the successful monitoring of the effectiveness of the thematic approach. Future planning should demonstrate awareness of, and be based on, the feedback on the collaborative review sheet.



# History

## EYFS

**UW23**

Talks about past and present events in their own lives and in the lives of family members

**UW24**

Looks closely at similarities, differences, patterns and change

**UW27**

Explains why some things occur

**UW28**

Talks about changes



# History

## Skills Ladder

	YEAR ONE	YEAR TWO
INVESTIGATION	<p><b>Hi1</b> Use different sources of information to find out about the past</p> <p><b>Hi2</b> Find out about the lives of significant people and events from the past and present</p>	<p><b>Hi7</b> Ask and answer questions about the past</p> <p><b>Hi8</b> Explore places and investigate artefacts</p>
OBSERVATION	<p><b>Hi3</b> Using episodes from stories about the past, identify the difference between past and present</p>	<p><b>Hi9</b> Recognise why people did things and why events happened</p> <p><b>Hi10</b> Identify differences between past and present and show how ways of life at different times were different to their own</p> <p><b>Hi11</b> Identify different ways in which the past is represented</p> <p><b>Hi12</b> Observe and handle a range of sources of information to find out about the past</p>
APPLICATION	<p><b>Hi4</b> Place events in chronological order</p> <p><b>Hi5</b> Use common words and phrases related to the passing of time</p> <p><b>Hi6</b> Make a personal link to the past by exploring artefacts and images</p>	<p><b>Hi13</b> Place events and objects in chronological order</p> <p><b>Hi14</b> Use a wide vocabulary of everyday historical terms</p>

	YEAR THREE	YEAR FOUR
INVESTIGATION	<p><b>Hi15</b> Develop their understanding that the past can be divided into different periods of time</p> <p><b>Hi16</b> Explore the different ways we can find out about the past and how to understand the evidence</p>	<p><b>Hi23</b> Ask and answer a variety of perceptive historical questions</p> <p><b>Hi24</b> Investigate the characteristic features of, and changes within, periods of history that were significant to the locality and the UK</p>
OBSERVATION	<p><b>Hi17</b> Identify different ways in which the past is represented</p> <p><b>Hi18</b> Recognise similarities and differences between people's lives during different periods of time</p>	<p><b>Hi25</b> Identify the impact of the movement and settlement of people in different periods of British history</p> <p><b>Hi26</b> Identify how significant events, developments or individuals and groups have influenced their locality, the UK and beyond in the recent and distant past</p> <p><b>Hi27</b> Identify different ways in which the past is represented and interpreted and recognise how history is preserved</p>
APPLICATION	<p><b>Hi19</b> Use dates and vocabulary relating to the passing of time and sequence events</p> <p><b>Hi20</b> Sequence several events or artefacts</p> <p><b>Hi21</b> Begin to give reasons for and results of the main events and changes</p> <p><b>Hi22</b> Use sources of information including ICT to find out about events, people and changes</p>	<p><b>Hi28</b> Place events, people and changes into correct periods of time on a timeline</p> <p><b>Hi29</b> Use dates and vocabulary relating to the passing of time, including AD/BC</p> <p><b>Hi30</b> Use and evaluate sources of information, recognising that evidence varies in the extent to which it can be trusted</p> <p><b>Hi31</b> Communicate knowledge and understanding in a variety of ways</p>

	YEAR FIVE	YEAR SIX
INVESTIGATION	<p><b>Hi32</b> Investigate the characteristic features of, and changes within, periods of history</p> <p><b>Hi33</b> Devise historically valid questions about change, similarity and difference and investigate to find possible answers</p> <p><b>Hi34</b> Investigate events in the past using primary and secondary sources</p>	<p><b>Hi42</b> Devise historically valid questions about change, cause, similarity and difference and investigate to find possible answers</p>
OBSERVATION	<p><b>Hi35</b> Identify and describe reasons for and results of historical events, situations and changes</p> <p><b>Hi36</b> Recognise primary and secondary sources</p> <p><b>Hi37</b> Identify and describe the effects of some economic, technological and scientific developments</p>	<p><b>Hi43</b> Recognise social, cultural, religious and ethnic diversity of societies</p> <p><b>Hi44</b> Recognise that the past is represented and interpreted in different ways and give reasons for this</p> <p><b>Hi45</b> Recognise and understand the broad chronology of major events in the UK, and some key events in the wider world, from ancient civilisations to the present day, and locate within this the periods, events and changes they have already studied</p>
APPLICATION	<p><b>Hi38</b> Place events, people and changes into correct periods of time</p> <p><b>Hi39</b> Use dates and vocabulary relating to the passing of time, including ancient, modern, BC, BCE, AD, century and decade</p> <p><b>Hi40</b> Interpret historical evidence</p> <p><b>Hi41</b> Select and organise relevant historical information, making appropriate use of dates and terms</p>	<p><b>Hi46</b> Use an increasing depth of factual knowledge to describe past societies and periods and make some links between them</p> <p><b>Hi47</b> Suggest possible omissions and the means of finding out</p> <p><b>Hi48</b> Select and combine information from different sources</p> <p><b>Hi49</b> Recall, select, organise and communicate historical information in a variety of ways</p>

