



## **John Hampden School and Tetsworth Primary School – History Policy**

At John Hampden School, we use an inspiring, topic-based curriculum where children explore events and people from the past in a variety of creative ways. By doing so, they develop skills of enquiry, analysis, interpretation and problem solving. We encourage children to make connections between periods of time and to question the reliability of sources on information. We also encourage all our pupils to understand how the changing history of Diversity has affected our interpretation of history, and reflect on different viewpoints across the same periods of 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
- 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

### **History – key stages 1 and 2**

- 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.
- Ensure that we think about 7 main themes when planning our topics:

#### **Key Historical strands:**

1. Constructing the Past
2. Sequencing the Past
3. Change and Development over time
4. Cause and Effect
5. Significance and Interpretations
6. Planning and Carrying out historical enquiry
7. Use of sources as evidence

### **Our Aims**

Through the teaching of History we aim to:

- Stimulate an interest in the past and foster the skills of enquiry, research and investigation.
- Investigate the roles that individuals and events have played in shaping modern society.
- To understand how significant events in British history have caused change over time
- To have some knowledge and understanding of historical development in the wider world.
- To help the children develop a sense of chronology.
- To provide an understanding of how the past affects the present.

- To provide an understanding of the history of the local area.
- To understand how diversity within civilisations has varied throughout history.

## Curriculum

History is a foundation subject in the national curriculum. We ensure we supplement our teaching with talks with local people and trips to places, such as museums and historical sites.

The following table represents our history-based topics:

Year	T1	T2	T3	T4	T5	T6
Early Years	<b>Celebrations</b>  <b>Find out about the origins of special events from the past through to the present.</b>	<b>Bonfire night</b>	<b>Christmas</b> <b>Diwali</b>	<b>Easter</b>	<b>Use ICT for research</b>	
1	Events beyond living memory: Guy Fawkes		Significant individuals to compare aspects of life in different periods: Charles Darwin, Christopher Columbus		Castle living vs modern living	
2	<b>Great Fire of London (T1)</b> - Event beyond living memory that is significant nationally	<b>Amelia Earhart/ Bessie Coleman (T2)</b> - Lives of significant individuals in the past who have contributed to national and international achievements		<b>Thame Market (T4)</b> - Significant historical place in locality and changes within living memory		
3	Changes in Britain from Stone Age to Iron Age T1	History of the Circus T2				Rotten Romans T6
4	Achievements of early civilisation – Ancient Egypt			Viking raids and invasion		
5	World War II T1 & 2					Mayans T6
6	Links to local history and changes in Thame		John Hampden and Civil War – study of local history		Apartheid – social history	

## Assessment and Monitoring



The history co-ordinator checks progress following National Curriculum Objectives and monitors the children's work through book and lesson observations. They also ensure that depth of learning progresses over time.