



History at St Botolph's CofE Primary School

The Intent

At St Botolph's Primary School, we recognise the importance of History in supporting children to 'Strive to be the best they can'. We understand that the History of our societies underpin the lives that our pupils live today and therefore, learning about the rich events of the past is important in their understanding of the values of these societies.

Our intent is that all of our pupils, irrelevant of their background or starting point, will be given the opportunity to develop a curiosity and inquisitiveness about life in the past in Britain and other places, leading to an understanding of past events and how they have influenced the present. It should help pupils to understand the complexity of our lives, the process of change, the diversity of societies and the relationship between different groups. Our pupils will develop a sense of chronology and understand how they themselves fit into the framework of the past, present and future, thus developing a sense of their cultural heritage.

Sleaford is a small market town, near an RAF base. It is important that our pupils know the history of these and have a sense of the local heritage.

Our history topics are organised around a main Enquiry question, with lessons planned to lead towards the eventual answering of this question. These enquiries are designed to provoke curiosity and a thoughtful approach towards learning in our pupils and, as they progress, the ability to suggest and follow pertinent avenues of enquiry themselves.

History, at St. Botolph's, is taught within a broad and balanced curriculum, with opportunities to revisit, consolidate and reinforce skills and knowledge that have been taught. It will equip children to ask questions, think critically, weigh evidence and develop perspective and judgement

History Policy

2024 - 2025

The Vision

At St Botolph's, we want every pupil to be curious and inquisitive about the lives of people and events in the past. Through learning about the diversity of human experience and past societies, our pupils will understand more about themselves as individuals and members of society today. They will develop a sense of identity and an understanding of their historical heritages. Our pupils will develop the skills of enquiry, analysis, interpretation and problem solving. They will be able to research, sift through evidence, and argue for their point of view - skills that are prized in adult life. As our pupils progress through the school, we want them to develop a chronological understanding of the past. We want our pupils to have the opportunity to re-visit and recall previously learned knowledge, to have confidence in themselves and have a positive attitude to learning.

An Introduction

This policy describes our teaching of History and outlines our aims, approaches and the progression across year groups.

History topics have been re-designed recently with a focus on knowledge acquisition and the development of a chronological understanding of past societies, people and events. There is the spiralling opportunity to re visit and build on prior knowledge. There is also a focus on the learning of key skills and the progression of these through the year groups with the aim for pupils to think and behave like historians. Knowledge organisers will be used to establish non-negotiables, promote deep learning and for teachers to use when planning to build on prior learning.

Our Aims

- To instil in the children a curiosity and understanding of events, places and people in a variety of times.
- To foster in children an interest and enjoyment in learning about the past and an appreciation of human achievements and aspirations.

- To learn about the major issues and events in the history of our own country and of the world and how these events have influenced one another and the present. For example, the impact of the Roman occupation of Britain (Year 4) on modern British roads, language, towns and place names, religion, numbers etc.
- To know how local history fits into that of the wider world. Year 6 have built their Local Study around Sleaford's Old Place - a house that has links to many National events - such as WWI, WW2 and the English Civil War.
- An understanding of society, its values and their place in it, so they develop a sense of their cultural heritage.
- To understand how the past was different from the present and that people of other times and places may have had different values and attitudes from ours.
- To develop a knowledge of chronology within which the children can organise their understanding of the past: for example, the relative closeness of the end of the Mayan Civilisation in 900AD (Year 4) and the Norman Invasion of Britain in 1066 (Year 5); the nursing of Mary Seacole in the Crimea War - 1853 to 1856 - and Edith Cavell in WWI - 1914 -1918 (Year 1). In Year 3 the comparison of the use of technology by the Indus Valley civilisation 2600-1900 BC and the Neolithic period. Year 4 will compare the Stone Age culture of the early Maya Civilisation with the British Stone Age explored in Year 3.
- To understand the nature of evidence by emphasising the process of enquiry and by developing the range of skills required to interpret and evaluate primary and secondary source materials.
- To distinguish between historical facts and the interpretation of those facts.
- To understand that events have a multiplicity of causes and that historical interpretations can vary and are sometimes controversial.
- To be aware of the way in which bias had an impact on historical conclusions.
- An understanding of historical concepts such as cause and consequence, continuity and change, similarity, difference and significance and Legacy.
- To use historical vocabulary.
- To ask historical questions and create their own accounts.
- To support all pupils, regardless of their starting points, individual needs and barriers to learning, to achieve ambitious outcomes in the

above.

Implementation

The Teaching of History

History will be taught as discrete lessons with links to other curriculum areas where appropriate.

History teaching will:

- Be structured around an overarching enquiry for each unit of learning.
- Individual lessons will feed into the ultimate addressing of this enquiry question.
- Build in opportunities for learning about the history of a variety of cultures and societies.
- Ensure that Diversity in some form is built into all topics and in its widest form, throughout the school as a whole.
- Make use of historical sites in the local area and people with expertise and local historical knowledge to enhance the pupils' learning experiences such as Sleaford Museum to talk to Year 1 Children about the history of shopping in Sleaford, Year 4 to explore Roman sites in Lincoln and Year 2 to learn about Lincoln Castle and the 2nd Battle of Lincoln in 1217.
- Use enrichment activities in the form of visits and trips to develop the pupils' enthusiasm and motivation and to promote a deeper understanding.
- Provide opportunities which enable to pupils to investigate, consider, reflect and review the events of the past.
- Challenge the pupils to communicate their thoughts, understanding and opinions in increasingly sophisticated ways.
- Ensure that the pupils' understanding is regularly and systematically checked to identify misconceptions and to provide further challenge through precise and direct feed-back.
- Ensure that teachers respond to the needs of the pupils and adapt their teaching as needed.
- Comprise of lessons which are planned, focusing on appropriate challenge and clear learning outcomes, whilst allowing opportunity for pupils to go beyond these.
- Ensure that learning activities are planned with consideration of the progression of pupils' skills, knowledge and thinking.

- Use stories to 'bring History to life' whenever possible.
- Use opportunities to make links to other curriculum areas, illustrating the relevance of history in the wider world.
- Encourage pupils to collaborate in questioning historical evidence.
- Offer a range of activities, including practical activities such as role play, the handling of artefacts and the interviewing of visitors, which motivate the pupils and that allow for individual learning styles.
- Ensure that a range of historical sources are used and that the pupils will handle and evaluate primary sources of evidence, including artefacts, where possible. Year 1 explore artefacts linked to shops and shopping loaned by Sleaford Museum. Loan boxes from The Collection in Lincoln are used whenever possible. Facsimiles are used when primary sources are not available.
- Encourage pupils to drive forward their own learning by asking questions and suggesting lines of research and enquiry.
- Teach pupils to present their work clearly and interestingly.
- Enable pupils to develop a sensitive approach to understanding conflicting interpretations of the past.
- Open up discussions such as the impact of historic events on contemporary society.
- Ensure that pupils learn, and are encouraged to use, correct historical terminology.
- Enable pupils to recognise anachronism - the ability to recognise when things were placed in the wrong time period.
- Include the carefully planned use of ICT to enable access to a variety of resources and to build pupils' understanding.

Progression of Skills

Our new History curriculum has been designed to teach new skills and build on those that have been taught before. Our curriculum has been designed using the Chris Quigley progression documents.

History in Early Years

History in EYFS is taught under the umbrella of 'Understanding the World'. The pupils are supported through child-initiated, and adult led activities to develop the knowledge, skills and understanding that help them to make sense of the world. They are given the opportunities to talk about the past and present events in their own lives and those of their

families and other people they know. They will also learn about important figures from the past such as Grace Darling and Guy Fawkes. They learn through activities such as listening to stories, looking at photographs, talking about significant events and changes in their own lives, exploring old and new artefacts such as toys and small world and family play. They also have visitors, such as grandparents, to talk about the past. In History, the pupils work towards achieving the Early Learning Goal: 'Understanding the World - People and Communities'

Inclusion in the History Curriculum

At St. Botolph's we teach History to all children, whatever their ability. History forms part of the school's curriculum policy to provide a broad and balanced education to all children. We provide learning opportunities appropriate for children with varying learning needs and we consider the targets set for individual children in their Pupil Passports. Teachers adhere to the three principles of inclusion that are set out in the National Curriculum:

- To set high expectations and suitable learning challenges which are deliberately ambitious for every pupil.
- To respond to the diverse learning needs of pupils.
- To overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Intervention

When needed, certain pupils will receive pre-teaching of key vocabulary to prepare them for new topics. They may also pre-read key texts so that they can make full use of the main session.

Assessment and Recording

At St Botolph's School, assessment is an integral part of the teaching process. Assessment is used to inform planning and to facilitate differentiation. The assessment of children's work is on-going to ensure that understanding is being achieved and that progress is being made.

Feedback is given to the children as soon as possible and marking work will be guided by the school's Marking Policy. The pupils' attainment is recorded via Insight tracking tool.

Resources

When teaching History, we will make use of our locality and wider links such as:

- Sleaford Museum
- RAF – heritage museums (Year 6 – WW2 and the Battle of Britain)
- Lincoln Castle (Nicola de la Haye and the Battle of Lincoln – Year 2)
- Roman Lincoln (Year 4)
- York and The Dig, York – (Anglo-Saxon and Viking Britain-Year 5)
- The National Space Centre, Leicester (Moon Landing – Year 1)
- The Collection, Lincoln
- Wild Woodcraft (Stone Age to Iron Age – Year 3)
- Fitzwilliam Museum, Cambridge (Egyptians – Year 3)
- The Chocolate Story, York (The Mayans – Year 4)
- Visitors from our local area such as Grandparents in EYFS to talk about the past.

The Contribution of History to Other Subjects

English

The skills pupils learn in English and History support, enhance and facilitate each other. History actively promotes the skills of reading, writing, speaking and listening and therefore contributes greatly to learning in English. In addition, some of the texts that we use in the English are linked to our History focus and are historical in genre. For example, Year 5 use the text 'Beowulf', when learning about the Anglo Saxons. The skills the pupils learn in English enable them to ask historical questions, research and record information and develop their own written accounts.

Maths

Opportunities for using maths skills are utilised when planning History. Pupils think about numbers when creating time-lines and they develop a sense of chronology. When learning about the Romans in Year 4, they

learn about the origins of the Roman numerals that they have been learning in Maths.

Computing

In History lessons, pupils utilise their ITC skills researching information using the internet and presenting their own work. Children have the opportunity to use iPads to take photographs and record. They use Seesaw to collate their learning and to work on tasks set by the teacher. Pupils contribute to shared information collection, using platforms such as Padlet.

Art

Pupils use paintings, sculpture and architecture to learn about the past. For example, pupils in Year 4 learn about Roman society by exploring Roman mosaics, sculpture and architectural remains. In Year 3, they will learn about Stone Age life through the study of cave paintings. In Year 5, pupils will study the Bayeux Tapestry as a way of learning about the Norman Invasion of Britain and the Battle of Hastings.

Design Technology

Design Technology will often be linked to History topics. For example, in Year 1, pupils will explore how toys from the past and the present differ in the materials they use during their learning about changes in shops and shopping. In Year 5, pupils will learn about, then design and make their own models of siege weapons as part of their learning about castles and the Normans.

Geography

In Geography, pupils will often learn about the places linked to their study of people and societies in history. For example, Year 1 identify the changes over time of the shops in Sleaford, in Year 5, the pupils learn about the Anglo-Saxon and Viking influence on local place names and Year 4 explore the development of Roman Lincoln (Lindum).

Personal, Social and Health Education and Citizenship

History contributes significantly to the teaching of PSHE. Children develop self-confidence by having opportunities to discuss their views about what they have learnt. They learn about the structure of past societies

such as within the Roman Empire and Ancient Egypt and compare with our modern society. They learn about when things go wrong, such as when learning about WW2, and are encouraged to consider their own views on the issues involved.

Spiritual, Moral, Social and Cultural Development and British Values

When teaching history, there are often opportunities to contribute towards the pupils' development in SMSC and BV. For example, we discuss the rights and wrongs of WW2. This is linked to our Remembrance Day activities when we consider who we are remembering and why. In Year 4, the pupils will explore the question: 'What is the legacy of the Ancient Greeks?' Within this, the pupils will learn about democracy, government and the rule of law. In Year 6, the pupils will learn about political changes during periods of history, such as the English Civil War, and how this laid the groundwork for the modern UK parliament and monarchy.

Training

Training will be offered to support staff when a need is identified through lesson observations, through targets set in performance management reviews and to support the development of new topics when available.

Impact

We intend that, as a result of the knowledge and skills that we will teach within our school, our pupils will experience success in their achievements. These achievements will be reflected through the pupils' ability to be inquisitive, analytical and to problem solve. In essence, they will behave like historians.

Signed: Mrs K Jones (History Coordinator)

January 2025

