

History at St Cleopas



Our School Vision is inspired by this bible verse:

John 13:34 “As I have loved you, so you must love one another, then everyone will know that you are my disciples”.

St Cleopas is an inclusive community that nurtures and develops opportunities for lifelong learning on our journey walking alongside Jesus, opening our eyes and hearts to all.

Our School Values: At St Cleopas, we aim to develop all pupils so that they achieve and succeed. This happens in a caring, welcoming and loving environment based firmly on our Christian values:

Friendship – Respect – Joy – Compassion – Forgiveness – Courage

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What History at St Cleopas looks like

At St Cleopas Church of England Primary Academy, History has an important and central place within our curriculum. High-quality History at St Cleopas has a powerful and lasting effect on our children's hearts and minds. Concepts and values are explored both through discrete RE lessons each week and through class and whole school Collective Worship.

The Governors, in consultation with the Headteacher and following advice from the Diocese, have adopted the Blackburn Diocesan Syllabus. We believe RE has an important place in the development of every pupil.

We are an inclusive school and teach about tolerance, celebrating differences and welcoming all, in a community of respect, nurture and support. History provides opportunities for spiritual development and personal reflection. We give our children opportunities to discuss topics, reflect on the impact religion has on others in their community, the wider world and themselves. Pupils will experience, explore and encounter a wide range of creative and challenging multi-sensory activities that will help them to explore fundamental questions.

We use our strong links with St Cleopas Church and visits to other places of worship to enrich our children's religious education. Our Vicar, Sian, is a school governor and regular visitor to school. She enriches and brings learning in RE to life, holding services and sharing in God's work.

Children regularly engage in religious events. We regularly support at community events and over the course of the year visits to the Cathedral and to other places of worship take place. We also attend St Cleopas Church as well as celebrating Christian festivals with special services.

Intent, Implementation and Impact

Intent

Our aim at St Cleopas is to encourage pupils to develop an appreciation and understanding of the past, evaluating a range of primary and secondary sources. Our historians will also be able to explain clearly how these sources give us an insight about how people around the world used to live and how these interpretations may differ. Pupils will be taught to make links between these areas of learning, with the aim of developing engaged, motivated and curious learners that can reflect on the past and make meaningful links to the present day.

Our history curriculum has been designed to cover all of the skills, knowledge and understanding as set out in the National Curriculum. The National Curriculum states that ‘a high-quality history education will help pupils gain a coherent knowledge and understanding of Britain’s past and that of the wider world. It should inspire pupils’ curiosity to know more about the past.’

To ensure that pupils develop a secure knowledge that they can build on, our history curriculum is organised into a progression model that outlines the skills, knowledge and vocabulary to be taught in a sequentially coherent way. Chronological Understanding; Historical Understanding; Historical Enquiry; Interpretations of History; Organisation and Communication are all mapped out to ensure that pupils build on secure prior knowledge. When covering each of these strands, the content will be carefully organised by each year group through a long term plan. Content knowledge, vocabulary and skills will then be planned for at a greater level of detail in the medium term plan. History is delivered through subject specific teaching organised into blocks under a theme. Meaningful links with other subjects are made to strengthen connections and understanding for pupils. The History units taught have been developed to help children appreciate their own identity and the challenges in their time. It will help them understand the process of change over time and significant developments.

Implementation

All learning will start by revisiting prior knowledge. Each child will complete a pre-assessment sheet to help recall previous learning and make connections. They will also look at the key learning outcomes for each topic. Staff will model explicitly the subject-specific vocabulary, knowledge and skills relevant to the learning to allow them to integrate new knowledge into larger concepts.

Consistent learning walls in every classroom provide constant scaffolding for children. Subject specific vocabulary is displayed on the learning wall along with key facts and questions and examples of children’s work.

History assessment is ongoing throughout the half term to inform teachers of children’s learning and aid their planning of lessons and activities. Self-assessment and teacher assessment is completed at the end of each topic. Children will revisit the self-assessment sheets completed at the start of the topic and assess their progress against the main learning objectives. Our historians will be given a variety of experiences both in and out of the classroom where appropriate to create memorable learning opportunities and to further support and develop their understanding.

Impact

The intended impact of the History Curriculum is that the majority of children in each year group are working at or above the expected level for their age. We monitor the impact of our curriculum through deep dives, pupil voice exercises, work scrutiny and teaching and learning observations. At St Cleopas Pupil voice shows that pupils are confident and able to talk about what they have learnt in history using subject specific vocabulary. Pupil voice also demonstrates that pupils enjoy history and are able to recall their learning over time. Pupils' work demonstrates that history is taught at an age-appropriate standard across each year group with opportunities planned in for pupils working at greater depth. Work is of good quality and demonstrates pupils are acquiring knowledge, skills and key vocabulary in an appropriate sequence.

By fostering a love of history and an interest in the past, the children will be encouraged to research topics independently to further their own enjoyment and fascination of the subject.

History Policy

Aims and objectives

The aim of history teaching is to stimulate the children's interest and understanding about the life of people who lived in the past. The aims of teaching history in our school are:

- To foster in children an interest in the past and to develop an understanding that enables them to enjoy all that history has to offer;
- To enable children to know about significant events in British history and to appreciate how things have changed over time;
- To develop a sense of chronology;
- To know and understand how the British system of democratic government has developed and, in so doing, to contribute to a child's citizenship education;
- To understand how Britain is part of a wider European culture and to study some aspects of European history;
- To have some knowledge and understanding of historical development in the wider world;
- To help children understand society and their place within it, so that they develop a sense of their cultural heritage;
- To develop in children the skills of enquiry, investigation, analysis, evaluation and presentation.

Teaching & Learning Style

History teaching focuses on enabling children to think as historians. We encourage children to place emphasis on examining historical artefacts and primary sources. Where appropriate, children are given the opportunity to visit sites of historical significance. We encourage visitors to come into the school and talk about their experiences of events in the past. We recognise and value the importance of stories in history teaching and we regard this as an important way of stimulating interest in the past. We focus on helping children understand that historical events can be interpreted in different ways and that they are encouraged to ask searching questions.

We recognise the fact that there are children of different abilities and we provide suitable learning opportunities for all children by:

- Setting common tasks which are open-ended and can have a variety of responses.
- Setting tasks of varying difficulty, enabling all children to work to their full potential.
- Providing a range of challenges using different resources.
- Using teaching assistants to support the work of individual children or groups of children.

History Curriculum Planning

We use the national curriculum scheme of work for history as the basis for our curriculum planning in history. Our curriculum planning is in three phases (long-term, medium-term and short-term). The subject leader for history oversees the curriculum coverage and ensures that requirements are met. We plan the topics in history so that they build upon prior learning. Children of all abilities have the opportunity to develop their skills and knowledge in each unit and, through planned progression built into the scheme of work, we offer them an increasing challenge as they move through the school.

Early Years Foundation Stage (EYFS)

We teach history in reception class as an integral part of the topic work covered during the year and we relate the history side of the children's work to the objectives set out in the Early Learning Goals. We use the Historical Association Scheme of work for Early Years Foundation Stage to plan lessons. History makes a significant contribution to the ELG objectives of developing a child's understanding of the world.

Teaching History to children with SEN

At our school we teach history to all children, whatever their ability. History forms part of the school curriculum policy to provide a broad and balanced education to all children. We enable pupils to have access to the full range of activities involved in learning about history.

Assessment

Teachers assess children's work in history by making assessments as they observe them working during lessons. They record the progress that children make by assessing the children's work against the learning targets from the national curriculum. This allows the teacher to make termly assessments of attainment and progress for each child.

Resources

There are sufficient resources for all history teaching units in the school. There is a good supply of topic books and we use a range of websites to support children's learning. A wide range of class trips are organized to support the history curriculum.

Monitoring and Review

The history subject leader is responsible for monitoring the standard of the children's work and the quality of teaching in history. The history subject leader is also responsible for supporting colleagues in the teaching of history, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school.

Prior Learning and assessment

All learning will start by revisiting prior knowledge. Each child will complete a pre-assessment sheet to help recall previous learning and make connections. They will also look at the key learning outcomes for each topic. Staff will model explicitly the subject-specific vocabulary, knowledge and skills relevant to the learning to allow them to integrate new knowledge into larger concepts.

Consistent learning walls in every classroom provide constant scaffolding for children. Subject specific vocabulary is displayed on the learning wall along with key facts and questions and examples of children's work.

History assessment is ongoing throughout the half term to inform teachers of children's learning and aid their planning of lessons and activities. Self-assessment and teacher assessment is completed at the end of each topic. Children will revisit the self-assessment sheets completed at the start of the topic and assess their progress against the main learning objectives. Our historians will be given a variety of experiences both in and out of the classroom where appropriate to create memorable learning opportunities and to further support and develop their understanding.

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Key Skills in History

Children are taught historical skills taken from the National Curriculum. Links are made to previous topics and our local area in order to help children understand historical concepts and to help the learning stick.

Lessons may be recorded in individual history books or in the history 'Big Books' which evidence group learning or whole class discussions.

History lessons have chronology at their heart – children need to understand when the topic they studied occurred but also how these fits into the wider chronology.

Over the course of each history topic, the following key areas will be covered:

1. Chronological understanding This would involve placing the time period being studied on a timeline, identifying if it is before, after or at the same time as previous history topics. It could also be done by sequencing artefacts or events and using chronological vocabulary like dates, time periods etc. Our curriculum is mostly chronological, so it should be easy to refer to previous learning. Time needs to be understood as linear but also that different events could be happening in the world at the same time e.g Vikings and Mayan civilisation.

2. Range and depth of historical knowledge This is learning about everyday life in the time period studied. You can look for links and effects, different aspects of life or find out about behaviour and beliefs.

3. Interpretations of history This is a really important part of the history curriculum which is often overlooked. Children need to know that history is interpretation of events, not facts. You could compare accounts from different sources, evaluate the usefulness of evidence and offer some reasons for different versions of events.

4. Historical enquiry This is where children construct the past through a range of evidence. They should use primary and secondary sources to answer a question or line of enquiry. It should allow them to ask questions and identify areas of the past that have limited or unreliable sources. Again, this will help them to understand that the past is a construct made from interpretation of sources.

5. Organisation and communication This skill is the last in a unit and relates to how children can show their understanding. It might be that they write an account of a battle that they constructed from a range of sources or a nonchronological report to show their knowledge. It is worth noting that not all communication has to be written. Some children, especially SEN will benefit from other methods of communicating their ideas.

Vocabulary Progression

EYFS	Year 1	Year 2	Year 3
now next old new ago past	When I was little A long time ago Before I was born then/now event explain source predict evidence famous celebrate sequence Recent Remember same/different	When I was younger past/Present chronological order earlier later local area When my grandparents were young research timeline historical event artefact similarities differences	BC/AD decade ancient century period Brits settlers/settlement invaders/invasion conquer(ed) Combat archaeologists excavate evidence information finding skills Historian/historical
Challenging Vocabulary – Greater Depth	Challenging Vocabulary – Greater Depth	Challenging Vocabulary – Greater Depth	Challenging Vocabulary – Greater Depth
	chronological historical event When mummy and daddy were little Before/after	eye witness account locality democracy Historian Succeed/ succession	Bloodshed distress war
Year 4	Year 5	Year 6	
recent history time difference shape our lives religious differences wealthy / poor items accurate picture of the past version historical argument point of view	comparison role of Britain Christian values crime punishment hypothesis influence	societies summarise major influence world history civilizations changes/ continuity persuade viewpoint propaganda Significant interpretations	
Challenging Vocabulary – Greater Depth	Challenging Vocabulary – Greater Depth	Challenging Vocabulary – Greater Depth	

way of life dictated Inventions impact aspect	specific features of a time period (e.g. weaponry/ medicine) plague healthcare	advancements causes in history British Empire relationships mono-cultural/ multicultural society
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Meeting the needs of children with SEND

History lessons involve a lot of abstract thought and pupils consider complex ideas. A lot of reading and writing is often required in history lessons. To include pupils with SEN and/or disabilities teachers consider what makes a topic difficult for groups of and individual pupils. It might be, for example, the level of contextual knowledge, the concepts, or the language used. Staff help pupils with SEND to overcome any barriers to participating and learning, and make any reasonable adjustments needed to include disabled pupils in all aspects of school life.

To make history lessons inclusive, teachers anticipate what barriers to taking part and learning particular activities, lessons or a series of lessons may pose for pupils with particular SEND and/or disabilities. Planned learning experiences consider ways of minimising or reducing barriers so that all pupils can fully take part and learn. In some activities, pupils with SEND and/or disabilities take part in the same way as their peers. In others, some modifications or adjustments are made to include everyone. For some activities, a 'parallel' activity for pupils with SEN and/or disabilities, so that they can work towards the same lesson objectives as their peers, but in a different way. Occasionally, pupils with SEN and/or disabilities will have to work on different activities, or towards different objectives, from their peers.

What does greater depth look like in history at KS2?

1. Independence

Expecting pupils to show initiative, not just in their research but also in applying ideas that have already been covered. Pupils don't need to be held back. They can apply the ideas without recourse to the teacher.

2. Confidence

Pupils are confident when finding solutions to historical problems and mysteries. Rather than being fazed by a paradox, they thrive on trying to resolve the puzzle e.g. how the tiny Athenians army was able to defeat the Persians at Marathon, or why the Mayan empire came to an end so abruptly.

3. Application

Pupils can apply their knowledge to a range of different periods of history (comparing Ancient Egypt with other ancient societies to see what 5 things they had in common) and to other areas of the curriculum.

4. Authority

Pupils have the opportunity to evaluate and critique others' work, commenting on historical skills and knowledge and suggesting edits and improvements.

5. Command

Pupils have the ability to synthesise lots of disparate pieces of information and bring them into a coherent shape. This will involve hard choices that require deep thinking.

6. Re-visiting

Pupils can use their knowledge of earlier periods of the past to make connections over time. They can identify similar themes and refer back to previous learning without being told which periods to compare.

7. Explanation

Pupils can explain theories and facts principally to others including peers, simplifying to explain to KS1 children or giving a full oral or written explanation to the teacher. Pupils can take on the role as 'Mantle of the Expert.'

Sticky Knowledge

In order to help children remember key facts, the 'Sticky Knowledge' identified for history will be revisited throughout school. The aim is that by the end of KS2, children can recall the key facts and use them to make links when faced with new historical concepts, resulting in deeper understanding of history.

Sticky Knowledge from EYFS to KS1:

EYFS

- Understand the term 'in the past'
- Talk about events in their own past (eg When I was a baby)

Year 1

- Know the difference between past and present
- Use a simple timeline to order events in their own life (eg birth, starting school, learning to ride a bike)
- Recall an event from the past, nationally or globally (The Great Fire of London, Neil Armstrong – First man on the moon)
- Name a significant historical individual and their contribution (Rosa Parks, Mary Seacole, Florence Nightingale)

Year 2

- Know the difference between past, present and future
- Use phrases such as a long time ago, centuries ago when discussing passing of time
- Compare aspects of life now and in the past (eg Seaside holidays)
- Name a significant historical figure and their contribution to national or international history (Eg. James Cook, Grace Darling)
- Name a historical individual in own locality and their contribution or achievement (Percy Shaw – Cats eyes)

From Year 3:

Stone Age to Iron Age:

- The Stone Age lasted for millions of years and was the time the first humans used stone tools. It ended when the Bronze Age began.
- The Bronze Age began when humans used bronze to make tools and weapons. It ended when the Iron Age began.
- The Iron Age began when humans used iron to make tools and weapons. It ended (in Britain) when the Romans invaded.
- The Bronze and Iron Ages started at different times around the world.
- The only evidence we have of the Stone Age to the Iron Age is artefacts from that time.
- The Stone Age, Bronze Age and Iron Age are periods of pre-history.
- The people who lived in Britain in the Bronze and Iron Age were known as Celts.

The Romans:

- The Romans invaded in 43AD
- They introduced new developments to Britain e.g making roads, aqueducts, heating
- After the invasion, life in Roman times was mostly peaceful.

From Year 4:

Anglo Saxons:

- Anglo-Saxon tribes invaded Britain after the Romans left but not all at once.
- Different tribes settled in different areas.
- England was split into 7 Anglo Saxon Kingdoms Vikings:
- The Vikings began to raid Britain in the 8th Century AD.
- The Vikings were paid silver known as Danegeld to stop them invading more of Britain.
- England was separated into two parts—one Viking, one Saxon.
- England was eventually reunited under one king.

Local history:

- Brighouse hasn't always been the town it is today.
- The town grew up around the mills that made textiles and became very rich.
- People moved to Brighouse to work in the mills making textiles.
- Brighouse town centre has changed over the years as technology and society has changed.

From Year 5

Ancient Egypt:

- Ancient Egypt is a civilisation from before Jesus was born. (BC)
- The rulers of Egypt were known as pharaohs.
- The Egyptian civilisation depended on the River Nile for water and fertile soil for agriculture.

- The Egyptians built pyramids as tombs for important people.
- They had many achievements—children should be able to name at least one from: early writing, early maths, creating a calendar, time keeping with shadow clocks, architecture e.g pyramids, keys and court systems.

Crime and Punishment:

- Laws, crimes and punishments have changed over time.
- Be able to give an example of an old crime or punishment e.g Anglo –Saxon trial by ordeal
- Be able to give a reason why crime rates might increase e.g unemployment

Industrial Revolution:

- The Industrial Revolution was a change from hand-made products to machine made products.
- The Industrial Revolution began in the 18th Century.
- It was a time of great technological, social and economic change.
- Despite all the new technology, not everyone lived and worked in good conditions.

From Year 6:

Ancient Greece:

- Know that the Ancient Greek civilisation was before the time of Jesus (BC).
- Give an example of how Ancient Greece has influenced our society today e.g democracy, Olympics, architecture.
- Know at least one difference between Athens and Sparta

Maya Civilisation:

- Know that the Maya were around in Central America around the same time as the AngloSaxons and Vikings were in Britain. Know a similarity between the Maya and British society at that time e.g both religious.
- Know a difference between the Britains and the Maya e.g sacrifice only done by Maya.
- Give an example of how the Maya have influenced our lives today e.g calendars, invention of 0, astronomy etc.
- Know that Maya people still exist today.

WWII:

- WWII began after tension built following WWI.
- Hitler was the leader of Nazi Germany.
- The war started in 1939 and ended in 1945.
- The war was between the Allies (countries including Britain and France) and the Axis powers (countries including Germany and Japan).

- Food had to be rationed because of short supply.
- Children were evacuated from cities to the countryside to keep them safe from bombs.
- The Blitz was the name for the bombing raids on Britain, especially London.
- The Home Front was the name for the war effort in Britain.
- The Front Line was the name for where the soldiers were fighting in the war.
- Hitler persecuted Jews and murdered millions of them in something known as the Holocaust

History across the curriculum

English

History contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that we use in English lessons are historical in nature. Children develop speaking and listening skills through discussing historical questions, presenting their findings to the rest of the class and through drama. They develop their writing ability by composing reports and letters and through the use of writing frames. Reading is a priority across schools and books related to our history topics are available in class. These books are used by the class teacher and children are also encouraged to use them for independent research. At times, the whole class texts used in literacy are linked to the current historical topic for deeper understanding and extra cross curricular learning.

Mathematics

History teaching contributes to the teaching of mathematics in a variety of ways. Children learn to use numbers when developing a sense of chronology through doing activities such as time-lines. Children learn to interpret information presented in graphical or diagrammatic form.

Information and communication technology (ICT)

We use ICT in history teaching where appropriate and we meet the statutory requirement for children to use ICT as part of their work in history at Key Stage 2. Children use ICT in history to enhance their skills in data handling and in presenting written work, and they research information using the Internet and carefully chosen websites. The Smart Board is another area of ICT that can be used to enhance the children's learning. Children have the opportunity to use the digital camera to record and use photographic images.

Personal, social and health education (PSHE) and citizenship

History contributes significantly to the teaching of personal, social, citizenship and health education. Children develop self-confidence by having opportunities to explain their views on a number of social questions such as how society should respond to poverty and homelessness. They discover how to be active citizens in a democratic society by learning how laws are made and changed, and they learn how to recognize and challenge stereotypes and to appreciate that racism is a harmful aspect of society. They learn how society is made up of people from different cultures and start to develop tolerance and respect for others.

Spiritual, moral, social and cultural development

When teaching history, we contribute to the children's spiritual development where possible. We also provide children with the opportunity to discuss moral questions, or what is right and wrong, when studying topics such as child labour in Victorian times. Children learn about the role of the church in Tudor times and they find out how British society has changed over time. The history programme of study enables children to understand that Britain's rich cultural heritage can be further enriched by the multi-cultural British society of today.