

NANTWICH PRIMARY ACADEMY and NURSERY

PRINCIPAL – SUE SPENCE

History Policy Statement



Nantwich Primary Academy and Nursery
Manor Road, Nantwich, Cheshire, CW5 5LX
Tel – 01270 902055
nantwichoffice@sbmat.org

Contents

1. INTENT
2. IMPLEMENTATION
3. IMPACT
4. CULTURAL CAPITAL

APPENDIX 1 – PATHWAY TO SUCCESS

APPENDIX 2 – PROGRESSION MAP

1. Intent

Our History teaching at Nantwich Primary Academy is designed to ensure that it is fully inclusive to all children in our school. Our aims are to fulfil the requirements of the EYFS statutory framework and National Curriculum for History; providing a broad, balanced and differentiated curriculum that encompasses the British Values throughout; ensuring the progressive development of historical concepts, knowledge and skills; and for the children to study life in the past.

Through History we aim to stimulate children's interest and understanding about the life of people who lived in the past, both in Britain, the wider world and our own unique location. We teach children a sense of chronology in order for them to develop a sense of identity and a cultural understanding based on their historical heritage. They learn to value their own and other people's cultures in modern multicultural Britain and, by considering how people lived in the past, they are better able to make their own life choices today. We teach children to understand how events in the past have influenced our lives today; we also teach them to investigate these past events and, by so doing, to develop the skills of enquiry, analysis, interpretation and problem-solving.

2. Implementation

We teach History using a cross-curricular approach to enhance children's learning and to help children gain a deeper sense of the time period. We aim to make history teaching both relevant and engaging for all our pupils, enabling every child to access an exciting curriculum which is matched to their individual learning needs through the use of skills progression. In our termly History topics, key knowledge and skills have been identified as well as consideration given to the themes studied within the topics to ensure progression across the school from EYFS to Year 6. Substantive concepts are woven through the curriculum to provide a knowledge base year on year.

The children actively take part in their learning through the use of fieldwork, examining artefacts and the use of iPads and multimedia equipment and are given the time to develop their skills. Where possible and appropriate, visits are made to further support the learning taking place in school, especially in the local area so children can see the impact of history in their community.

Planning is informed by the National Curriculum and statutory EYFS framework and staff have access to CPD and resources ensuring excellent subject knowledge. Children are taught what History is about and how they learn as historians using disciplinary concepts.

3. Impact

Children are engaged and curious in their History lessons; they are able to articulate what they are learning and how. Children retain learning and can make connections between prior and current learning. Children can describe significant periods, events and people from the past. Outcomes in topic and literacy books, evidence a broad and balanced history curriculum and demonstrate the children's acquisition of identified key knowledge. Children

have the opportunity to present their learning at the end of each topic through an enquiry question and can reflect on their learning using knowledge catchers.

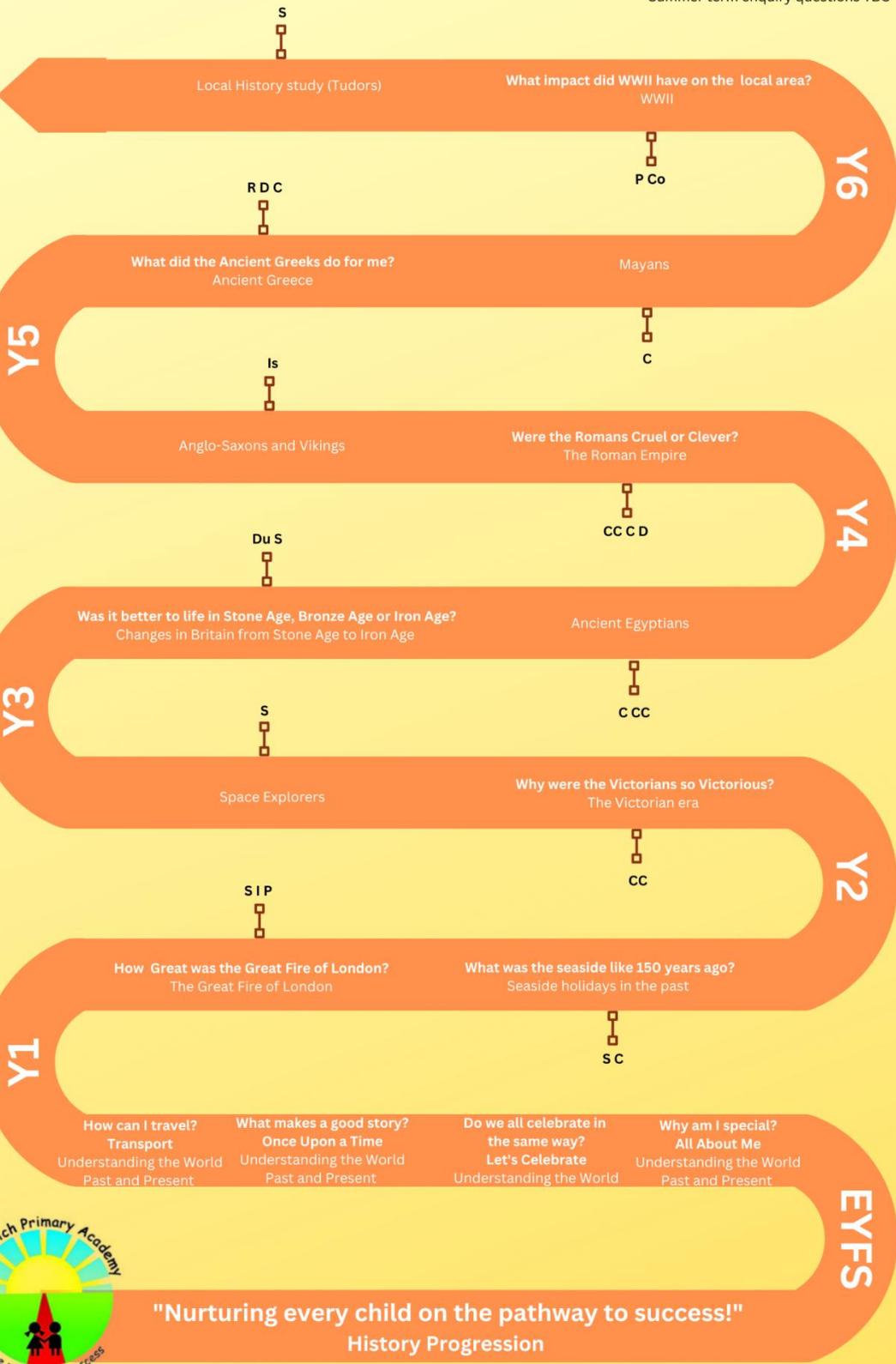
4. Cultural Capital

The provision of life experiences for our children is very important at Nantwich Primary Academy and Nursery. We enhance the delivery of our curriculum and the lives of our children by inspiring them and building their curiosity to ultimately have a positive effect on their outlook on life. However, to specifically impact upon the life chances of our pupils, we aim to reduce the social inequalities in our society by developing the knowledge, tastes and attitudes of our children. We aim to ensure that they develop high cultural capital that will be valued by further education and future employers and that the children are well-equipped for the opportunities, responsibilities and experiences of life in modern Britain.

In History lessons at Nantwich Primary Academy and Nursery, we provide our children with valuable subject-specific knowledge and vocabulary. We strive to nurture and encourage their enjoyment and desire to find out more about the subject. We teach the understanding of how past societies have shaped and influenced the organisation of today's society and offer a glimpse into what could come next. We explore how enquiry skills and historical understanding are essential to everyday life, linked to other subject areas and necessary for most forms of employment. We empower our pupils to raise their aspirations and through the accumulation of skills and knowledge, prepare them for an exciting future.

KS3

Continuous concepts of Continuity and Change, Chronology, Evidence and Similarity and Differences run throughout all units from EYFS to Year 6.
CONCEPT KEY: D = Democracy S = Significance Co = Conflict I = Interpretation P = Perspective Dur = Duration C = Culture IS = Invasion and Settlement CC = Cause and Consequence



"Nurturing every child on the pathway to success!"
History Progression

Appendix 2 – History Progression Map

History Progression Map 2022/2023

EYFS

The table below demonstrates which statements from the 2020 Development Matters and Early Learning Goals (ELG) in EYFS Statutory Framework are prerequisite skills for history within the national curriculum.

The most relevant statements for history are taken from the following area of learning:

• Understanding the World

Three and Four-Year-Olds	Understanding the World		<ul style="list-style-type: none">• Begin to make sense of their own life-story and family's history.
Reception	Understanding the World		<ul style="list-style-type: none">• Comment on images of familiar situations in the past.• Compare and contrast characters from stories, including figures from the past.
ELG	Understanding the World	Past and Present	<ul style="list-style-type: none">• Talk about the lives of people around them and their roles in society.• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.• Understand the past through settings, characters and events encountered in books read in class and storytelling.

National Curriculum Expectations

Key Stage 1	Key Stage 2
<p>Pupils should be taught about:</p> <ul style="list-style-type: none">• Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life;• Events beyond living memory that are significant nationally or globally [for example the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries];• The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell];• Significant historical events, people and places in their own locality.	<p>Pupils should be taught about:</p> <ul style="list-style-type: none">• Changes in Britain from the Stone Age to the Iron Age;• The Roman Empire and its impact on Britain;• Britain's settlement by Anglo-Saxons and Scots;• The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor;• A local history study;• A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066;• The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China;• Ancient Greece – a study of Greek life and achievements and their influence on the western world;• A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

	KS1	LKS2	UKS2
Historical Interpretations	<p>KS1 History National Curriculum Children should understand some of the ways in which we find out about the past and identify different ways in which it is represented. Children can:</p> <ul style="list-style-type: none"> Start to compare two versions of a past event; Observe and use pictures, photographs and artefacts to find out about the past; Start to use stories or accounts to distinguish between fact and fiction; Explain that there are different types of evidence and sources that can be used to help represent the past. 	<p>KS2 History National Curriculum Children should understand how our knowledge of the past is constructed from a range of sources. Children can:</p> <ul style="list-style-type: none"> Look at more than two versions of the same event or story in history and identify differences; Investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different. 	<p>KS2 History National Curriculum Children should understand how our knowledge of the past is constructed from a range of sources. Children can:</p> <ul style="list-style-type: none"> Find and analyse a wide range of evidence about the past; Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past; Consider different ways of checking the accuracy of interpretations of the past; Start to understand the difference between primary and secondary evidence and the impact of this on reliability; Show an awareness of the concept of propaganda; Know that people in the past represent events or ideas in a way that may be to persuade others; Begin to evaluate the usefulness of different sources.
Historical Investigations	<p>KS1 History National Curriculum Children should ask and answer questions, using other sources to show that they know and understand key features of events. Children can:</p> <ul style="list-style-type: none"> Observe or handle evidence to ask simple questions about the past; Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations; Choose and select evidence and say how it can be used to find out about the past. 	<p>KS2 History National Curriculum Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information. Children can:</p> <ul style="list-style-type: none"> Use a range of sources to find out about the past; Construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information; Gather more detail from sources such as maps to build up a clearer picture of the past; Regularly address and sometimes devise own questions to find answers about the past; Begin to undertake their own research. 	<p>KS2 History National Curriculum Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information. Children can:</p> <ul style="list-style-type: none"> Recognise when they are using primary and secondary sources of information to investigate the past; Use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites; Select relevant sections of information to address historically valid questions and construct detailed, informed responses; Investigate their own lines of enquiry by posing historically valid questions to answer.

Chronological Understanding	<p>KS1 History National Curriculum Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework. Children can:</p> <ul style="list-style-type: none"> • Sequence artefacts and events that are close together in time; • Order dates from earliest to latest on simple timelines; • Sequence pictures from different periods; • Describe memories and changes that have happened in their own lives; • Use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time. 	<p>KS2 History National Curriculum Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. Children can:</p> <ul style="list-style-type: none"> • Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time; • Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). 	<p>KS2 History National Curriculum Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. Children can:</p> <ul style="list-style-type: none"> • Order an increasing number of significant events, movements and dates on a timeline using dates accurately; • Accurately use dates and terms to describe historical events; • Understand and describe in some detail the main changes to an aspect in a period in history; • Understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt.
------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Knowledge and Understanding of Events, People and Changes in the Past	<p>KS1 History National Curriculum Pupils should identify similarities and differences between ways of life in different periods. Children should choose and use parts of stories and other sources to show that they know and understand key features of events. Children can:</p> <ul style="list-style-type: none"> • Recognise some similarities and differences between the past and the present; • Identify similarities and differences between ways of life in different periods; • Know and recount episodes from stories and significant events in history; • Understand that there are reasons why people in the past acted as they did; • Describe significant individuals from the past. 	<p>KS2 History National Curriculum Children should note connections, contrasts and trends over time. Children can:</p> <ul style="list-style-type: none"> • Note key changes over a period of time and be able to give reasons for those changes; • Find out about the everyday lives of people in time studied compared with our life today; • Explain how people and events in the past have influenced life today; • Identify key features, aspects and events of the time studied; • Describe connections and contrasts between aspects of history, people, events and artefacts studied. 	<p>KS2 History National Curriculum Pupils should note connections, contrasts and trends over time. Children can:</p> <ul style="list-style-type: none"> • Identify and note connections, contrasts and trends over time in the everyday lives of people; • Use appropriate historical terms such as culture, religious, social, economic and political when describing the past; • Examine causes and results of great events and the impact these had on people; • Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.
------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Presenting, Organising and Communicating	<p>KS1 History National Curriculum Pupils should use a wide vocabulary of everyday historical terms. Children can:</p> <ul style="list-style-type: none"> • Show an understanding of historical terms, such as monarch, parliament, government, war, remembrance; • Talk, write and draw about things from the past; • Use historical vocabulary to retell simple stories about the past; • Use drama/role play to communicate their knowledge about the past. 	<p>KS2 History National Curriculum Pupils should develop the appropriate use of historical terms. Children can:</p> <ul style="list-style-type: none"> • Use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms; • Present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides; • Start to present ideas based on their own research about a studied period. 	<p>KS2 History National Curriculum Pupils should develop the appropriate use of historical terms. Children can:</p> <ul style="list-style-type: none"> • Know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious; • Present, communicate and organise ideas about from the past using detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports; • Plan and present a self-directed project or research about the studied period.
-------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------