



*Nourishing the fitrah of each unique child*

## History Policy

*“Indeed in their stories, there is a lesson for people of understanding...”*

(Surah Yusuf, 12:111)

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## History Policy

At Unique Academy, History is taught to stimulate the children's interest and understanding about the life of people who lived in the past. We teach children a sense of chronology, and through this they develop a sense of identity and a cultural understanding based on their historical heritage. Thus 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. In our school history makes a significant contribution to citizenship education by teaching about how Britain and Islamic societies worldwide developed. 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 doing so, to develop the skills of enquiry, analysis, interpretation and problem-solving.

### Aims

The aims of history at Unique Academy 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 and Islamic history and to appreciate how things have changed over time;
- To develop a sense of chronology in both Islamic and British history;
- 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 have some knowledge and understanding of historical development in Islamic Civilization and 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.

### Intent

At Unique Academy, we teach History through coherently planned lessons to help teachers ensure they have progressively covered the skills and concepts required in the National Curriculum. History aims to develop historical skills and concepts which are transferable to whatever period of history is being studied and will equip children for future learning. These key historical skills and concepts, which are revisited throughout different units, are: Historical Interpretations; Historical Investigations; Chronological Understanding; Knowledge and Understanding of Events, People and Changes in the Past; Presenting, Organising and Communicating.

### Early Years

History is taught in Reception as an integral part of the thematic work through child-initiated and adult led activities. The children are given the opportunity to find out about past and present events in their own lives, and those of their families and other people they know. They recognise similarities and differences between families and traditions, objects and materials; and role-play and make up stories. In the Foundation stage, history makes a significant contribution to developing a child's understanding of the world through activities such as looking at pictures of famous people in history or discovering the meaning of new and old in relation to their own lives.

### Key Stage 1

The coverage of recent history in KS1 such as 'Toys' and 'Travel and Transport' enables children to acquire an understanding of time, events and people in their memory and their parents' and grandparents' memories.

For KS1, we have designed a curriculum that can be covered chronologically in reverse to allow a full opportunity for children

to really grasp the difficult concept of the passing of time. Pupils learn about people's lives and lifestyles. They find out about significant men, women, children and events from the recent and more distant past in Britain and the wider world. They listen, and respond to stories and use sources of information to help them ask and answer questions.

## **Key Stage 2**

The intent in lower KS2 is that children learn about significant people, events and places from both recent and more distant past. They learn about change and continuity in their own area, in Britain and in other parts of the world. They look at history in a variety of ways, for example from political, economic, technological and scientific, social, religious, cultural or aesthetic perspectives. They use different sources of information to help them investigate the past both in depth and in overview, using dates and historical vocabulary to describe events, people and developments. They also learn that the past can be represented and interpreted in different ways. Children can work in chronological order from ancient history such as 'Ancient Egypt' and then progress onto more modern history such as 'The Railways'.

Upper KS2 allows children to repeat and embed this sequence of chronology with a wider selection of ancient history such as 'Early Islamic Civilisations' and 'Stone Age' through to more modern history such as 'World War II' and 'Leisure and Entertainment'. The repetition in KS2 of chronological order from ancient to modern allows for children to truly develop and embed a sense of time and how civilisations were interconnected. Children start to understand how some historical events occurred concurrently in different locations, e.g. Ancient Egypt and the Stone Age.

## **Implementation**

In order for children to know more and remember more in each area of history studied, we have structured lessons in sequence whereby prior learning is always considered and opportunities for revision of facts and historical understanding are built into lessons. This ensures that revision becomes part of good practice and ultimately helps build a depth to children's historical understanding. Through revisiting and consolidating skills, our lesson will help children build on prior knowledge alongside introducing new skills and challenges. The revision and introduction of key vocabulary is built into each lesson. This vocabulary is then included in display materials and additional resources to ensure that children are allowed opportunities to repeat and revise this knowledge.

Through our history lessons, we intend to inspire pupils to develop a love of Islamic, British and World history and see how it has shaped the world they live in.

## **Impact**

The impact of using the full range of resources, including display materials, will be seen across Unique Academy school which will increase the profile of history. The learning environment across the school will be more consistent with historical technical vocabulary displayed, spoken and used by all learners. Whole-school and parental engagement will be improved through the use of history-specific home learning tasks and opportunities suggested in lessons and overviews for wider learning. We want to ensure that history is enjoyed by pupils across school, therefore encouraging them to want to continue building on this wealth of historical knowledge and understanding, now and in the future. Impact can also be measured through key questioning skills built into lessons and summative Assessment outcomes aimed at targeting next steps in learning.

## **Teaching and learning**

History teaching focuses on enabling children to think as historians. We place an emphasis on examining historical artifacts and primary sources. In each key stage we give children 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 should always ask searching questions, such as 'how do we know?', about information they are given.

## Planning

We use the Cornerstones curriculum, which follows the national programme of study for history, as the basis for our curriculum planning in history. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit and we build planned progression into the scheme of work so that the children are increasingly challenged as they move up through the school. We carry out curriculum planning in history in three phases, (long-term, medium-term and short term). The long-term plan maps the history topics studied in each term during each key stage and the children study history topics in conjunction with other subjects. We teach the knowledge, skills and understanding set out in the National Curriculum through the corresponding programmes of study. As the basis for our medium-term plans, we use the national programme of study and the school skills progression map. Because we have mixed-age classes, we carry out the medium-term planning on a two-year rotation cycle. By doing so, we ensure that children have complete coverage of the National Curriculum.

## Assessment outcomes

We assess children's work in history by making informal judgments as we observe them during each history lesson. On completion of a piece of work, the teacher marks the work and comments as necessary. At the end of a unit of work, the teacher makes a summary judgment about the work of each pupil if they have yet to obtain, meet or exceed the unit objectives. We use this as a basis for assessing the progress of the child at the end of the year.

The class teacher will keep samples of children's work in their learning journey. This work demonstrates learning achievement in history for each pupil in the school.

## Resources

We keep History resources in our storage room where there is a box of equipment for each unit of work. Each classroom has a bookcase which contains a good supply of topic books to support children's individual research.

## Monitoring and review

Monitoring of the standards of children's work and of the quality of teaching in history is the responsibility of the Headteacher. The Headteacher will support colleagues in the teaching of history, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The Headteacher will evaluate the strengths and weaknesses in the subject discipline and indicate the areas for further improvement. The Headteacher will review samples of children's work and visit classes to observe teaching in the subject.



## History Curriculum Map

Class	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<b>Nursery</b>	Our school Community helpers	Time for bed	Kings and Queens	Dinosaur Island	Remembering our experiences	World explorers
<b>Reception</b>	Explorers Exploring school	Transport through the ages Traditional tales	Farms in the past	Long ago Stories from the past Time team explorers How old is it? My heritage Step back in time How has life changed? My history Memories Scenes from the past	Visit from a vet	Remembering our experiences Holidays in the past Memories A year in Reception
<b>Year 1 / 2 Cycle A</b>	Childhood in the past Timelines Important events Family trees	How long ago was the 1950s Everyday life in the 1950s Childhood in the 1950s Significant event – Queen coronation Same or different? Creating timelines			Our school's history Important events The Victoria era Victorian schools A day in a Victorian school Victorian classroom artifacts	Significant people – Samuel Wilderspin Victorian lessons Historical words Sorting out school timeline
<b>Year 1 / 2 Cycle B</b>	Exploring significance: Exploring impact Timelines Significant explorers and exploration: Christopher Columbus Neil Armstrong Exploration changes	Significant activists: Emmeline Pankhurst, Rosa Parks Looking to the future: Retelling stories Humanities Sand and water: People and their quotes			English and British monarchy timeline Power and rule Royal portraits Sovereign's timeline Significant people – Alfred the Great Significant people – William the Conqueror	Hierarchy and power Significant people – Henry VIII Significant people – Elizabeth I Significant Queen Victoria Significant – Elizabeth II Who was the most significant sovereign Royal advisers Hierarchy
<b>Year 3 / 4 Cycle A</b>	Prehistoric Britain: Stone Age; Bronze Age; Iron Age Beyond the Iron Age	Prehistoric Britain: Stone Age; Bronze Age; Iron Age Beyond the Iron Age			Living museum Everyday life in ancient Rome Founding of ancient Rome Ruling Rome Growth and expansion of Roman Empire Emperors of Empire Hierarchy in ancient Rome Roman army	First invasions of Britain Roman conquest Boudicca's rebellion Struggle with Scotland Hadrian's Wall Life in Roman fort Life in Roman Britain
<b>Year 3 / 4 Cycle B</b>	The Ruin Invasion timeline Significant events of early	The first Viking landing Viking raids at Lindisfarne Surrender or fight back?			Archaeological finds What is a civilisation? Development of ancient	Ancient Egypt City life in ancient Egypt Hierarchy of ancient Egypt

	<p>Middle Ages</p> <p>Anglo – Saxon invasion</p> <p>Anglo – Saxon kingdoms</p> <p>Sutton Hoo</p> <p>Anglo – Saxon monasteries</p> <p>Anglo – Saxon legacy</p>	<p>Comparing everyday lives of Anglo – Saxons and Vikings</p> <p>Significant person – King Athelstan</p> <p>After Athelstan</p> <p>Normal invasion</p>			<p>Sumer</p> <p>Food and farming</p> <p>Sumerian city states</p> <p>Hierarchy of ancient Sumer</p> <p>The world's first emperor</p>	<p>Role of the pharaoh</p> <p>Tales from the tomb</p> <p>Tales from the tomb</p> <p>Compare and contrast two civilisations</p> <p>Decline and decay</p> <p>Legacy</p>
<p><b>Year 5 / 6</b></p> <p><b>Cycle A</b></p>	<p>Yellow Emperor and the Xia Dynasty</p> <p>Shang Dynasty</p> <p>Oracle bones</p> <p>Significance of bronze</p> <p>Jade and silk</p> <p>Power and hierarchy</p>	<p>Everyday life in Shang Dynasty</p> <p>Warfare enquiry</p> <p>Fu Hao</p> <p>End of Shang Dynasty</p> <p>Bronze Ages around the world</p> <p>Legacy of ancient China</p>			<p>Minoan Civilisation</p> <p>Comparing Minoans and Mycenaeans</p> <p>Discovering the dark age and Archaic period</p> <p>Comparing the dark age and archaic period</p> <p>City states</p> <p>Democracy in Athens</p> <p>Roles of men and women in Athens</p> <p>Social hierarchy in Athens</p>	<p>Significant Athenians</p> <p>The Acropolis</p> <p>Hippocrates – the father of medicine</p> <p>Master of Mathematics</p> <p>Ancient and modern Olympic Games</p> <p>Greek arts and culture</p> <p>Achievements of Alexander the Great</p> <p>The Greco-Roman world</p> <p>Influence of the ancient Greeks in our local area</p>
<p><b>Year 5 / 6</b></p> <p><b>Cycle B</b></p>	<p>Ancient African kingdoms</p> <p>Britain and the Maafa</p> <p>Triangular slave trade</p> <p>Human impact of the triangular slave trade</p> <p>Life on a Caribbean plantation</p> <p>Resistance, revolt and refusal</p>	<p>Abolition of slavery</p> <p>Life after abolition</p> <p>Colonisation of Africa</p> <p>Black people in Britain in the 20<sup>th</sup> Century</p> <p>Race Relations Act</p> <p>Our knowledge of Black history</p>			<p>War museum</p> <p>Causes of the First World War</p> <p>Volunteering to fight</p> <p>Start of the First World War</p> <p>Life in the trenches</p> <p>First World War weaponry</p> <p>Key events of the First World War</p> <p>War</p> <p>Impact of the First World War on British citizens</p> <p>End of the First World War</p>	<p>Causes of the Second World War</p> <p>War</p> <p>Preparing for war</p> <p>Beginning of the Second World War</p> <p>Second World War weaponry and technology</p> <p>Battle of Britain</p> <p>Impact of the Second World War on British civilians</p> <p>Anne Frank</p> <p>Decisions of leaders</p> <p>End of the Second World War</p> <p>War</p> <p>Remembrance</p> <p>Post war Britain</p>



## History Progression Map

### EYFS

The Early Learning Goals that link most closely to the History National Curriculum.

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

Key Stage 1 National Curriculum Expectations	Key Stage 2 National Curriculum Expectations
<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>• changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life;</li> <li>• 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];</li> <li>• 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 EdithCavell];</li> <li>• significant historical events, people and places in their own locality.</li> </ul>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>• changes in Britain from the Stone Age to the Iron Age;</li> <li>• the Roman Empire and its impact on Britain;</li> <li>• Britain's settlement by Anglo-Saxons and Scots;</li> <li>• the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor;</li> <li>• a local history study;</li> <li>• a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066;</li> <li>• 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;</li> <li>• Ancient Greece – a study of Greek life and achievements and their influence on the western world;</li> <li>• a non-European society that 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.</li> </ul>

Interpretations		Historical Investigations			
KS1	LWKS2	UKS2	KS1	LWKS2	UKS2
<p><b>KS1 History National Curriculum</b> 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> <p>a start to compare two versions of a past event;</p> <p>b observe and use pictures, photographs and artefacts to find out about the past;</p> <p>c start to use stories or accounts to distinguish between fact and fiction;</p> <p>d explain that there are different types of evidence and sources that can be used to help represent the past.</p>	<p><b>KS2 History National Curriculum</b> Children should understand how our knowledge of the past is constructed from a range of sources. Children can:</p> <p>a look at more than two versions of the same event or story in history and identify differences;</p> <p>b investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.</p>	<p><b>KS2 History National Curriculum</b> Children should understand how our knowledge of the past is constructed from a range of sources. Children can:</p> <p>a find and analyse a wide range of evidence about the past;</p> <p>b use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past;</p> <p>c consider different ways of checking the accuracy of interpretations of the past;</p> <p>d start to understand the difference between primary and secondary evidence and the impact of this on reliability;</p> <p>e show an awareness of the concept of propaganda;</p> <p>f 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.</p>	<p><b>KS1 History National Curriculum</b> 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> <p>a sequence artefacts and events that are close together in time;</p> <p>b order dates from earliest to latest on simple timelines;</p> <p>c sequence pictures from different periods;</p> <p>d describe memories and changes that have happened in their own lives;</p> <p>e 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>	<p><b>KS2 History National Curriculum</b> 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> <p>a 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;</p> <p>b understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</p>	<p><b>KS2 History National Curriculum</b> 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> <p>a recognise when they are using primary and secondary sources of information to investigate the past;</p> <p>b 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;</p> <p>c select relevant sections of information to address historically valid questions and construct detailed, informed responses;</p> <p>d investigate their own lines of enquiry by posing historically valid questions to answer.</p>



Chronological Understanding		Knowledge and Understanding of Events			
KS 1	LWKS2	UKS2	KS1	LWKS2	UKS2
<p><b>KS1 History National Curriculum</b> Children should ask and answer questions, using other sources to show that they know and understand key features of events. Children can:</p> <p>a observe or handle evidence to ask simple questions about the past;</p> <p>b observe or handle evidence to find answers to simple questions about the past on the basis of simple observations;</p> <p>c choose and select evidence and say how it can be used to find out about the past.</p>	<p><b>KS2 History National Curriculum</b> 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> <p>a use a range of sources to find out about the past;</p> <p>b construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information;</p> <p>c gather more detail from sources such as maps to build up a clearer picture of the past;</p> <p>d regularly address and sometimes devise own questions to find answers about the past;</p> <p>e begin to undertake their own research.</p>	<p><b>KS2 History National Curriculum</b> 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> <p>a order an increasing number of significant events, movements and dates on a timeline using dates accurately;</p> <p>b accurately use dates and terms to describe historical events;</p> <p>c understand and describe in some detail the main changes to an aspect in a period in history;</p> <p>d understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt.</p>	<p><b>KS1 History National Curriculum</b> 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> <p>a recognise some similarities and differences between the past and the present;</p> <p>b identify similarities and differences between ways of life in different periods;</p> <p>c know and recount episodes from stories and significant events in history;</p> <p>d understand that there are reasons why people in the past acted as they did;</p> <p>e describe significant individuals from the past.</p>	<p><b>KS2 History National Curriculum</b> Children should note connections, contrasts and trends over time. Children can:</p> <p>a note key changes over a period of time and be able to give reasons for those changes;</p> <p>b find out about the everyday lives of people in time studied compared with our life today;</p> <p>c explain how people and events in the past have influenced life today;</p> <p>d identify key features, aspects and events of the time studied;</p> <p>e describe connections and contrasts between aspects of history, people, events and artefacts studied.</p>	<p><b>KS2 History National Curriculum</b> Pupils should note connections, contrasts and trends over time. Children can:</p> <p>a identify and note connections, contrasts and trends over time in the everyday lives of people;</p> <p>b use appropriate historical terms such as culture, religious, social, economic and political when describing the past;</p> <p>c examine causes and results of great events and the impact these had on people;</p> <p>d describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.</p>

**People and Changes in the Past**

<b>KS 1</b>	<b>LWKS2</b>	<b>UKS2</b>
<p><b>KS1 History National Curriculum</b> Pupils should use a wide vocabulary of everyday historical terms.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a show an understanding of historical terms, such as monarch, parliament, government, war, remembrance;</li> <li>b talk, write and draw about things from the past;</li> <li>c use historical vocabulary to retell simple stories about the past;</li> <li>d use drama/role play to communicate their knowledge about the past.</li> </ul>	<p><b>KS2 History National Curriculum</b> Pupils should develop the appropriate use of historical terms.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms;</li> <li>b 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;</li> <li>c start to present ideas based on their own research about a studied period.</li> </ul>	<p><b>KS2 History National Curriculum</b> Pupils should develop the appropriate use of historical terms.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious;</li> <li>b 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;</li> <li>c plan and present a self-directed project or research about the studied period.</li> </ul>

