



William Reynolds Primary School

History Policy

Approved by *Governors* June 2018

To be reviewed by June 2020

Information Page

These documents are referred to or link to this policy

School Vision

Curriculum Maps

Social, Moral, Spiritual and Cultural document linking to all subject areas

Preparing children for life in Modern Britain Policy

Equal opportunities Policy

E-Awareness Policy

Safeguarding Policy

Teaching, Learning and Assessment Policy

Foundation Stage Policy

English Policy

Mathematics policy

SEND Policy

Collated data grids for each class and cohort

Termly Raising Attainment Plan

Annual Monitoring Cycle

Governors' Pupil Premium Grant Action plan

Rationale

At William Reynolds Primary School the aim of history teaching is to stimulate the children's interest and develop their understanding about the past, both in Britain and the wider world.

Our school is named after William Reynolds who was one of the most versatile and talented of all the Shropshire ironmasters. Children in our school are made aware of the rich cultural history that is part of our local area.

"History adds colour to the curriculum. It tells you about how the princes and the people fit together - or fight. That's life itself. If you miss out on that, you miss out on some of the most exotic, colourful characters you'll have the chance to learn about at school."

Brian Walden, Author and Television Presenter

History is essentially about people and their development over the period of time and their influence on the world around them. It is also the process of enquiry, using evidence available to us, from which we draw conclusions about what life was like in the past, helping us to understand the world today. Learning how History has shaped our past, helps to promote more responsible attitudes and helps develop an understanding, which will create caring citizens for the future.

Aims

At William Reynolds Primary School we aim to

- foster an enjoyment of history and develop a curiosity about the past which informs understanding of the present
- enable children to know about significant events in British history and to appreciate how things have changed over time
- develop a sense of chronology
- help children understand society and their place within it, so that they develop a sense of their cultural heritage
- develop a sense of identity through learning about the development of Britain, Europe and the world.
- introduce children to what is involved in understanding and interpreting the past.
- develop in children the skills of enquiry, investigation, analysis, evaluation and presentation
- provide first hand experiences wherever possible, using both primary and secondary sources including ICT, to look at and interpret evidence

As a school, our intention is to achieve these aims by adopting a range of approaches:

- Talking and listening
- Telling and reading stories
- Role play and drama
- Heritage walks
- Questioning

- Children posing and researching historical questions
- Asking children to investigate research, and organise information (bringing in relevant photographs or objects from home)
- Providing first hand experiences and visits where possible
- Individual/group/class projects
- Classroom displays
- Artwork and model making
- By using an extensive range of resources including
 - Story text, reference and library books
 - Timelines
 - Pictures
 - Artefacts
 - Maps and other documents
 - Television, DVD and radio
 - ICT

Teaching and learning

Our school curriculum maps provide detail of which each year group topics, and when these are taught. We are developing our planning so that medium term plans concentrate upon the relevant skills within the subject, particularly focusing on questioning skills and ways of interpreting evidence. We are aiming to achieve curriculum balance in History by providing rich, cross-curricular links to History wherever possible through Literacy.

Foundation Stage

History is taught in Reception through topic work covered during the year. As the Foundation stage classes follow the Early Years Curriculum we relate History to the objectives set out on the knowledge and understanding area of learning - Understanding of the World.

Where children can;

- Find enjoyment in Understanding of the World.
- Explore their natural curiosity.
- Express their ideas and feelings, using appropriate language.
- Develop thinking skills.
- Develop concepts, which will the aid organisation of ideas and develop intellectual skills.
- Develop the ability to give and accept positive, constructive criticism and praise.

By the end of Foundation stage, most children will be able to

- Understand the terms today, yesterday and tomorrow.
- Know the days of the week.
- Understand the terms, earlier, later, now, past and present.
- Observe or handle sources of information.
- Begin to ask own questions about the past.

Key Stage 1

In key stage 1, history is about the lives and lifestyles of familiar people in the recent past and about famous people and events in the more distant past, including those from British history.

Children will:

- learn about familiar and famous people and about events from the recent and more distant past in Britain and elsewhere;
- look for similarities and differences between life today and in the past and use common words associated with the passing of time;
- talk and write about what happened and why people acted as they did;
- find out about the past using different sources of information and representations.

By the end of key stage 1, most children will be able to:

- speak and write about familiar and famous people and events from the recent and more distant past, using everyday terms concerned with the passing of time;
- distinguish between aspects of their own everyday lives and the lives of people in the past;
- identify some ways in which the past is represented;
- find out about the past by asking and answering questions using a range of sources of information.

Key Stage 2

In key stage 2, history is about people and important events and developments from recent and more distant times in the locality, in Britain and in other parts of the world.

Children will:

- find out about people and important events and developments from recent and more distant times, making links across different periods of history;
- learn about different aspects of local, British and world history;
- discuss why things happened or changed and the results;
- carry out historical enquiries using a variety of sources of information and look at how and why the past is interpreted in different ways;
- use their understanding of chronology and historical terms when talking or writing about the past.

By the end of key stage 2, most children will be able to:

- describe the contribution made by people, events and developments in the recent and more distant history of Britain and other countries and make links across the periods of history studied;
- give some reasons for, and results of, main events and changes and provide explanations about why people in the past acted as they did;
- find out about the past by asking and answering questions using a range of sources of information;
- give some explanations for the different ways the past is represented and interpreted;

- record their knowledge and understanding about the past in a variety of ways using dates and historical terms.

Role of the Subject leader

- To ensure that the history curriculum is mapped out for us as a school so that all aspects of the national curriculum are taught

(See appendix 1 Programme of study)

- To promote good teaching and learning in history throughout the school to raise standards of achievement.
- To share CPD findings and resources to inform whole school planning.
- To advise and support staff in the planning, and delivery of history.
- Monitor teachers' planning as part of on-going subject monitoring and evaluation of practice.
- Use feedback from monitoring to develop an action plan for history with realistic and developmental targets
- Purchase and organise history resources, ensuring they are readily available and well maintained.
- Keep the written policy document and scheme of work up to date and evaluate the content and method.
- Compile portfolios of children's history work to evidence progression.

Linking History to other subjects

The medium term planning for English and Mathematics documents the explicit links where History can offer a context for developing children's skills.

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 Literacy are historical non-fiction, whilst other works of fiction have a historical backdrop. Children develop skills in speaking and listening through drama and discussing historical questions or presenting their findings to the rest of the class. They develop their writing ability by linking in with the literacy units of work.

Mathematics

History teaching contributes to the teaching of Mathematics in a variety of ways. Children learn to use numbers and sequencing when developing a sense of chronology through doing activities such as time-lines. Children learn to interpret information presented in graphical or diagrammatic form. Problems and puzzles often have an historical theme, in order to embed historical knowledge by immersion.

ICT

Information Communication Technology which helps with historical enquiry and develops historical skills and understanding is used in the teaching of history wherever possible. Children will be encouraged to use ICT when researching topics and where appropriate when

presenting their work. ICT is used to help with historic enquiry, through the use of history databases and research on the internet and interactive whiteboards.

Online Safety

To support children's learning in History, pupils use specific online content on the computer as part of their historical enquiries. These will be carefully selected by the teacher to ensure that they add value or consolidate the learning and that they are age appropriate and safe. Pupils are also encouraged to use the recommended list of safe websites, for example the child friendly search engine 'KidRex' is used in Key Stage 1. In order to ensure that website content is appropriate, the children might follow any search request with the words 'Key Stage 1 or 2' to minimise the risk of encountering harmful websites e.g. 'The Vikings Key Stage 2'.

As part of our commitment to Safeguarding, online access during lessons is carefully planned for and monitored.

Personal, Social and Health Education (PSHE), Citizenship and Community Cohesion

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. Through the local history work children can begin to develop their own cultural roots. They discover how to be active citizens in a democratic society by learning how laws are made and changed, and they learn how to recognise 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 opportunities to discuss moral questions, or what is right and wrong, when studying topics such as Monarchs - where children learn about the role of the church in Tudor times and crime and punishment in the Anglo-Saxon era - 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. **(See appendix 2 - SMSC.)**

Equal opportunities

All pupils, regardless of gender, ability or race will have equal access to the teaching of history. However, this teaching will be differentiated appropriately to meet the needs of individual child and their own experiences.

Equal opportunities are considered when we decide upon the resources we provide and the teaching strategies we employ. In our curriculum planning we ensure that all children, with due respect to their culture, religion and background, have equal access to all areas of the curriculum, extra curricular activities, all areas of the grounds, equipment and resources, the staff, and time to contribute to the whole class and group work.

Differentiation

There are four main types of differentiation used in history:

By outcome - same task to all pupils, but one that allows a variety of responses

By support - teacher input, specialist learning support and other pupils acting as responsible partners

By resources - variety of resources available and accessibility of written materials

By task - different tasks given to groups of individuals to assist the less able and further the more able.

(See Appendix 3, Attainment Targets in History)

Resources

The responsibility for maintaining an adequate supply of interesting resources rests with the History subject leader. It is important to ensure that resources are kept well organised, up to date and accessible for staff and children to use. Further artefacts and books can be borrowed from the Shropshire Library Service, and accessed via various internet sources.

Assessment and recording

At William Reynolds Primary School we assess children in History by making informal judgements as we observe them during focuses history lessons or cross curricular work, often during Literacy to strong cross curricular links. . We offer a **mastery** curriculum where the children are given opportunities to work above and beyond the basic skills to develop **fluency, reasoning and problem solving**. All children will have opportunities to do this and apply skills **independently, consistently and through choice** in lessons.

Children who show a particular flair or ability within an aspect of History are identified as a **gifted and talented**. If a child is more able in all aspects they are working at **greater depth**.

Assessment without levels documentation (**See Appendix 4**) supports teachers in planning and assessing children's work, as well as advising on the identification of greater depth pupils. On completion of a piece of work, the teacher responds to child's work, noting areas for development. At the end of each year a written report is given to parents about their child's achievements in history.

Programme of study Key Stage 1

Knowledge, skills and understanding

1 Chronological understanding

Pupils should be taught to:

- place events and objects in chronological order
- use common words and phrases relating to the passing of time (for example, before, after, a long time ago, past)

2 Knowledge and understanding of events, people and changes in the past

Pupils should be taught to:

- recognise why people did things, why events happened and what happened as a result
- identify differences between ways of life at different times

3 Historical interpretation

Pupils should be taught to identify different ways in which the past is presented

4 Historical enquiry

Pupils should be taught:

- how to find out about the past from a range of sources of information (for example, stories, eye-witness accounts, pictures and photographs, artefacts, historic buildings and visits to museums, galleries and sites, the use of ICT-based sources)
- to ask and answer questions about the past

5 Organisation and communication

Pupils should be taught to select from their knowledge of history and communicate it in a variety of ways (for example, talking, writing, using ICT)

6 Breadth of study

*During the key stage, pupils should be taught the **Knowledge, skills and understanding** through the following areas of study:*

- changes in their own lives and the way of life of their family or others around them
- the way of life of people in the more distant past who lived in the local area or elsewhere in Britain
- the lives of significant men, women and children drawn from the history of Britain and the wider world (for example, artists, engineers, explorers, inventors, pioneers, rulers, saints, scientists)
- past events from the history of Britain and the wider world (for example, events such as the Gunpowder Plot, the Olympic Games, other events that are commemorated)

Programme of study Key Stage 2

Knowledge, skills and understanding

1 Chronological understanding

Pupils should be taught to:

- place events, people and changes into correct periods of time
- use dates and vocabulary relating to the passing of time, including ancient, modern, BC, AD, century and decade.

2 Knowledge and understanding of events, people and changes in the past

Pupils should be taught:

- about characteristic features of the periods and societies studied, including the ideas, beliefs, attitudes and experiences of men, women and children in the past
- about the social, cultural, religious and ethnic diversity of the societies studied, in Britain and the wider world
- to identify and describe reasons for, and results of, historical events, situations, and changes in the periods studied
- to describe and make links between the main events, situations and changes within and across the different periods and societies studied.

3 Historical interpretation

Pupils should be taught to recognise that the past is represented and interpreted in different ways, and to give reasons for this.

4 Historical enquiry

Pupils should be taught:

- how to find out about the events, people and changes studied from an appropriate range of sources of information, including ICT-based sources [for example, documents, printed sources, CD-ROMS, databases, pictures and photographs, music, artefacts, historic buildings and visits to museums, galleries and sites]
- to ask and answer questions, and to select and record information relevant to the focus of the enquiry.

5 Organisation and communication

Pupils should be taught to:

- recall, select and organise historical information
- use dates and historical vocabulary to describe the periods studied
- communicate their knowledge and understanding of history in a variety of ways [for example, drawing, writing, by using ICT].

6 Breadth of study

During the key stage, pupils should be taught the **Knowledge, skills and understanding** through;

- a local history study,
- three British history studies,
- European history study and a world history study.

Local history study

A study investigating how an aspect in the local area has changed over a long period of time, or how the locality was affected by a significant national or local event or development or by the work of a significant individual.

British history

In their study of British history, pupils should be taught in Key Stage 2 about:

- The Stone Age; the Romans; Anglo-Saxons and Vikings; Britain and the wider world in Tudor times
- Aspects of the histories of England, Ireland, Scotland and Wales, where appropriate, and about the history of Britain in its European and wider world context, in these periods.

The Stone Age, Romans, Anglo-Saxons and Vikings in Britain

An overview study of how British society was shaped by the movement and settlement of different peoples in the period before the Norman Conquest and an in-depth study of how British society was affected by Roman or Anglo-Saxon or Viking settlement.

Monarchs

A study of some significant events and individuals, including William the Conqueror, Henry the VIII and Queen Victoria, who shaped this period and of the everyday lives of men, women and children from different sections of society.

A European history study

A study of the way of life, beliefs and achievements of the people living in Ancient Greece and the influence of their civilisation on the world today.

A world history study

A study of the key features, including the everyday lives of men, women and children, of a past society selected from: Ancient Egypt, Ancient Sumer, the Assyrian Empire, the Indus Valley, the Maya, Benin, or the Aztecs.

SMSC within History

SMSC within History at William Reynolds Primary School and Nursery

<p>Pupils' spiritual development is shown by their</p> <ul style="list-style-type: none"> • Ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values • Sense of enjoyment and fascination in learning about themselves, others and the world around them • Use of imagination and creativity in their learning • Willingness to reflect on their experiences 	
Foundation Stage	Throughout the year children have the opportunity to reflect upon their own beliefs especially around Christmas and other religious festivals. Children will learn that certain aspects of the modern Christmas relates back to Victorian England. Children will also learn about the Ancient Chinese beliefs that are still celebrated at Chinese New Year.
Year 1	Children enjoy learning about significant events and people in our own locality, such as Richie Woodall (a local sports man) and Abraham Darby whose work shaped our own heritage leading to Telford being recognised as The Birthplace of Industry.
Year 2	Children learn about the Gun Powder plot and reflect upon the reasoning and motivation behind Guy Fawkes' conspiracy to blow up the houses of parliament due to his beliefs. A sense of fascination is achieved by studying Neil Armstrong, and the moon landing, where children learn factual information, but also are encouraged to reflect upon what it would be like to travel into space.
Year 4	Studying an Ancient Civilisation from a different part of the world encourages engagement and fascination when learning about the Mayans.
Year 5	Children compare Viking and Anglo Saxon's faith and beliefs, understand that ideas were cultural and that Gods were often similar, and important for the same reasons. Ie: Odin and Woden. Also, that Ancient Runes were believed to be mystical and powerful, and have the opportunity to decode and create their own messages. While studying the Ancient Egyptians, understand the huge number of Gods worshipped and the seriousness of appeasing them.
<p>Whole School</p> <p>Musical instruments are taught by Music 2 the 4. Children learn where woodwind instruments originated from and from which period of time. When learning Samba drumming, it is explained that the music travelled to the Caribbean along with the slaves from Africa and learn call and response patterns like tribes gone by. Evaluating their own experience of the sessions is a half termly task.</p>	

<p>Pupils' moral development is shown by their</p> <ul style="list-style-type: none"> • Ability to recognise the difference between right and wrong readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England • Understanding of the consequences of their behaviour and actions • Interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues 	
Year 2	The Great Fire of London provides the opportunity to discuss the consequences of actions, and how they can cause serious harm the people and property.
Year 4	Crime and punishment during Anglo Saxon times is understood, and appraised with a modern eye.
Year 5	Crime and Punishment in Vikings and Anglo Saxon times was very different to now, however punishments fitted the ethos of revenge that was encouraged during this period. Children are encouraged to think about why revenge may not be ethically acceptable in modern times, but also understand the viewpoint of the people of the time. Ancient Egyptians often owned slaves, and the great pyramids were built by the thousands taken prisoner in battle. Children understand that this is unacceptable in modern times, but that during this time period views were different.
Year 6	When learning about Henry the VIII, children understand that divorce needed to be sanctioned by the Pope in Rome in the 16 th century. This led to the formation of the Church of England, and the consequences of the dissolution of the monasteries.
<p>Whole School</p> <p>Subject Leader Assemblies explain how children may have careers in the subject. Opportunities for circle time are given to discuss our own personal history and special events throughout the year such as birthdays and holidays. Collaborative learning opportunities give the opportunity to argue and reason their viewpoints with their peers.</p>	

<p>Pupils' social development is shown by their</p> <ul style="list-style-type: none"> • Use a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds • Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively • Acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain 	
Foundation Stage	Who is my family? Children understand that their own family events during their own life time are also historical as well as events further in the past. They also understand that each family may have different belief, values and residencies - not every family is the same - so life in Modern Britain is diverse.
Year 1	During the unit about Toys, children contrast and compare toys from different periods of time. They are encouraged to think about the toys that children in different social classes would have had, and co-operate well with each other in order to play with these toys and games.
Year 3	Studying the Roman Empire allows children to learn about invasion and how lack of tolerance affects communities, religious beliefs, settlements and ultimately the future of generations to come.
Year 4	Anglo Saxons and Scots allows children to learn about invasion and conflict, and also understand that the rule of law was applied differently over time.

Year 6	The Ancient Greeks invented many items we still use today; The Olympic Games, mathematical theory, theology and literature are still appreciated and used. This can be used to demonstrate contribution to society and encourage reflection upon how one will contribute to modern Britain.
Whole School Visitors are co-operated well with, including those from the Shropshire Museum whose rules it is important to follow in order to preserve the artefacts shared. Morals through stories with historical settings are used during assemblies, and literacy sessions in order to bring issues to life. Role play and hot seating are encouraged in order to engage children with their learning, and they participate willingly.	

Pupils' cultural development is shown by their	
<ul style="list-style-type: none"> • Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others • Understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain • Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain • Willingness to participate in and respond positively to artistic, sporting and cultural opportunities • Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities 	
Foundation Stage	Children understand that diversity means that there are a wide range of celebrations in the UK due to historical and cultural influences including Bonfire Night and the Chinese New Year. They are tolerant of those who do not share their own beliefs and are encouraged to discuss and share views.
Year 1	By studying the boxer, Richie Woodhall, children understand that social circumstances do not have to limit their achievements in later life and are encouraged to take the opportunities given to them whether that be sporting or artistic.
Year 2	Children understand how Parliament became under attack from a group of 'criminals' during the Gunpowder plot, and consider what the consequence would have been had they been successful. The Great Fire of London was responsible for reshaping the landscape of the city - children look at modern and older maps to see how the city changed over time.
Year 3	Stone Age to Iron Age enables children to understand and appreciate how the development of cultural influences have shaped their own heritage and that of others. This can be compared to the Roman Empire and their further developments in technology and buildings.
Year 4	Children learn about how the Anglo Saxons and Scots settled and lived in the community.
Year 5	Ancient Civilizations are studied and artworks in the style of Ancient Egyptian artefacts are produced, where children are willing to participate and respond positively to artistic opportunities presented to them via this cross curricular medium.
Year 6	Studying the significant monarch, Henry VIII, demonstrates the power of the

	individual monarch before the parliamentary system was introduced, and the dangers of power being abused. Ancient Greece gave us the Olympic Games which Much Wenlock village used as inspiration to create the Modern Olympics which are now celebrated internationally.
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Whole School

Events throughout the year give children the opportunity to see how Woodside and the local area has developed over time, to include study of structure, building and employment from the past.

Attainment targets

Attainment targets for history

Key Stage 1

Pupils recognise the distinction between present and past in their own and other people's lives. They show their emerging sense of chronology by placing a few events and objects in order, and by using everyday terms about the passing of time. They know and recount episodes from stories about the past. They find answers to some simple questions about the past from sources of information. Pupils show their developing sense of chronology by using terms concerned with the passing of time, by placing events and objects in order, and by recognising that their own lives are different from the lives of people in the past. They show knowledge and understanding of aspects of the past beyond living memory, and of some of the main events and people they have studied. They are beginning to recognise that there are reasons why people in the past acted as they did. They are beginning to identify some of the different ways in which the past is represented. They observe or handle sources of information to answer questions about the past on the basis of simple observations.

Lower Key Stage 2

Pupils show their developing understanding of chronology by their realisation that the past can be divided into different periods of time, their recognition of some of the similarities and differences between these periods, and their use of dates and terms. They show knowledge and understanding of some of the main events, people and changes studied. They are beginning to give a few reasons for, and results of, the main events and changes. They identify some of the different ways in which the past is represented. They use sources of information in ways that go beyond simple observations to answer questions about the past. They are beginning to produce structured work, making appropriate use of dates and terms.

Upper Key Stage 2

Pupils show factual knowledge and understanding of aspects of the history of Britain and the wider world. They use this to describe characteristic features of past societies and periods, and to identify changes within and across different periods. They describe some of the main events, people and changes. They give some reasons for, and results of, the main events and changes. They show some understanding that aspects of the past have been represented and interpreted in different ways. They are beginning to select and combine information from different sources. They are reliably producing structured work, making appropriate use of dates and terms and sometimes suggesting ways of presentation.

Key skills progression for History

Assessing without Levels History

Name _____

Year 1

To look at evidence and find answers to questions about the past.	
Ask questions about the past.	
Use artefacts, pictures, stories, online sources and databases to find out about the past.	
Describe a historical event	
Describe a significant person from the past.	
Label timelines with: past, present, older, newer.	
Describe changes in their own lives.	
Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.	

Identifying Greater Depth in Year 1

Characteristics of Greater Depth	Examples to support your judgement
Independence	Apply a skill or knowledge without recall to the teacher
Fluency	Apply a skill or knowledge with a high level of confidence and show good resilience when the task seems demanding
Application	Apply a skill or knowledge to a range of different contexts including other areas of the curriculum.
Consistency	Consistently use their skills, knowledge and understanding
Synthesise	Organise ideas to make connections with other areas of learning and new areas.
Re visit	Return to this aspect of learning after a break and still feel confident that they can still work on the skill and knowledge without difficulty.
Explain it	Justify and explain why an artefact is from the past or present, using time related vocabulary and prior knowledge.

Assessing without Levels History

Name _____

Year 2

To use artefacts, pictures, stories online sources or databases to answer questions about the past.	
As questions such as: What was it like for people? What happened when...? How long ago?	
Identify some different ways the past has been represented - story, film, paintings, photographs.	
Describe and historical event	
Describe a significant person from the past.	
Give reasons to explain the way people acted in the past.	
Order events and artefacts in time line, using the appropriate time related vocabulary.	
Recount changes in their own lives	
Use dates to label events.	
Describe the passing of time with time related vocabulary	
Show an interest in British History and an understanding of Britain as a nation.	
Show understanding of concepts such as: civilisation, monarchy, parliament, democracy, war and peace.	

Identifying Greater Depth in Year 2

Characteristics of Greater Depth	Examples to support your judgement
Independence	Apply a skill or knowledge without recall to the teacher
Fluency	Apply a skill or knowledge with a high level of confidence and show good resilience when the task seems demanding
Application	Apply a skill or knowledge to a range of different contexts including other areas of the curriculum.
Consistency	Consistently use their skills, knowledge and understanding
Synthesise	Organise ideas to make connections with other areas of learning and new areas.
Re visit	Return to this aspect of learning after a break and still feel confident that they can still work on the skill and knowledge without difficulty.
Explain it	Justify and explain why an artefact is from the past or present, using time related vocabulary and prior knowledge.

Name _____

Year 3

Use evidence to find answers to questions about the past.	
Suggest suitable sources of evidence for historical enquiries.	
Suggest causes and consequences of some of the main events and changes in history.	
Describe changes that have happened in the locality of the school throughout history. (Link to Arts Week and mining)	
Describe the social, ethnic, cultural or religious diversity of past society.	
Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.	
Place events, artefacts and historical figures on a time line using dates, whilst understanding the concept of change over time.	
Use BC and AD dates to describe events.	
Use appropriate historical vocabulary to communicate, including: dates, time period, era, change and chronology.	
Use literacy, numeracy and computing skills in order to communicate information about the past.	

Identifying Greater Depth in Year 3

Characteristics of Greater Depth	Examples to support your judgement
Independence	Apply a skill or knowledge without recall to the teacher
Fluency	Apply a skill or knowledge with a high level of confidence and show good resilience when the task seems demanding
Application	Apply a skill or knowledge to a range of different contexts including other areas of the curriculum.
Consistency	Consistently use their skills, knowledge and understanding
Synthesise	Organise ideas to make connections with other areas of learning and new areas.
Re visit	Return to this aspect of learning after a break and still feel confident that they can still work on the skill and knowledge without difficulty.
Explain it	Describe the belief, attitudes and experiences of men, women and children of the past and compare and contrast this to modern day.

Name _____

Year 4

Suggest suitable sources of evidence for historical enquiries.	
Use more than one source of evidence to gain an accurate understanding of history.	
To ask questions about Primary and Secondary sources and find answers.	
Compare different accounts of an event and explain why the accounts might differ.	
Suggest cause and consequence of some of the main events and changes in history.	
Give a broad over view of life from ancient times to medieval times.	
Describe the social, ethnic, cultural or religious diversity of past society.	
Describe the belief, attitudes and experiences of men, women and children of the past.	
Place events, artefacts and historical figures on a BC/AD timeline whilst understanding the concept of change over time.	
Use the appropriate historical vocabulary to communicate including: dates, time period, era, change, and chronology.	
Use literacy, numeracy and computing skills to a good standard to communicate information about the past.	

Identifying Greater Depth in Year 4

Characteristics of Greater Depth	Examples to support your judgement
Independence	Apply a skill or knowledge without recall to the teacher
Fluency	Apply a skill or knowledge with a high level of confidence and show good resilience when the task seems demanding
Application	Apply a skill or knowledge to a range of different contexts including other areas of the curriculum.
Consistency	Consistently use their skills, knowledge and understanding
Synthesise	Organise ideas to make connections with other areas of learning and new areas.
Re visit	Return to this aspect of learning after a break and still feel confident that they can still work on the skill and knowledge without difficulty.
Explain it	Describe the belief, attitudes and experiences of men, women and children of the past and compare and contrast this to modern day.

Name _____

Year 5

Select suitable sources of evidence, giving reasons for choices and use them to deduce information.	
Analyse a range of evidence in order to justify claims about the past.	
Understand that no single source of evidence gives the full answer to questions about the past.	
Compare some of the times studied with those of the other areas of interest around the world.	
Describe the social, ethnic, cultural or religious diversity of past society.	
Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.	
Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).	
Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.	
Use BC/AD events accurately when describing events.	
Use appropriate historical vocabulary including: dates, time period, era, chronology, continuity, change, century, decade and legacy.	
Use literacy, numeracy and computing skills to a good standard to communicate information about the past.	

Identifying Greater Depth in Year 5

Characteristics of Greater Depth	Examples to support your judgement
Independence	Apply a skill or knowledge without recall to the teacher
Fluency	Apply a skill or knowledge with a high level of confidence and show good resilience when the task seems demanding
Application	Apply a skill or knowledge to a range of different contexts including other areas of the curriculum.
Consistency	Consistently use their skills, knowledge and understanding
Synthesise	Organise ideas to make connections with other areas of learning and new areas.
Re visit	Return to this aspect of learning after a break and still feel confident that they can still work on the skill and knowledge without difficulty.
Explain it	To be able to debate and argue a historical viewpoint, such as 'Was Henry the VIII a good king?' or 'Was Alfred the Great right to bribe the Vikings with Danelaw?' This could be delivered as whole class philosophy type session or courtroom drama. Teacher to facilitate the discussions to assess who is using their historical knowledge, vocabulary and reasoning skills.

Name _____

Year 6

Select suitable sources of evidence, to deduce information, giving reasons for choices.	
To use sources of information to form testable hypothesis about the past.	
Locate and analyse a range of evidence to justify claims about the past.	
Show awareness of propaganda and how historians must understand social context of evidence studied.	
Understand that no single source of evidence can give a complete answer about the past	
Discard sources which are inappropriate to the line of enquiry.	
Give a broad view of life from medieval until Tudor times.	
Describe the social, ethnic, cultural or religious diversity of past society.	
Describe beliefs, attitudes and he experiences of men, women and children in the past.	
Describe the main changes within a period of history (social, religious, political)	
Represent continuity and change over time on a timeline.	
Use historical vocabulary: dates, time period, era, chronology, continuity, change, century, decade, legacy.	
Use literacy, numeracy and computing skills to a good standard to communicate information about the past, and begin to select and suggest own ways of presentation.	

Identifying Greater Depth in Year 6

Characteristics of Greater Depth	Examples to support your judgement
Independence	Apply a skill or knowledge without recall to the teacher
Fluency	Apply a skill or knowledge with a high level of confidence and show good resilience when the task seems demanding
Application	Apply a skill or knowledge to a range of different contexts including other areas of the curriculum.
Consistency	Consistently use their skills, knowledge and understanding
Synthesise	Organise ideas to make connections with other areas of learning and new areas.
Re visit	Return to this aspect of learning after a break and still feel confident that they can still work on the skill and knowledge without difficulty.
Explain it	To be able to debate and argue a historical viewpoint, such as 'Was Henry the VIII a good king?' or 'Was Alfred the Great right to bribe the Vikings with Danelaw?' This could be delivered as whole class philosophy type session or courtroom drama. Teacher to facilitate the discussions to assess who is using their historical knowledge, vocabulary and reasoning skills.