**History for Holmes Chapel Primary School**

**Intent**

At Holmes Chapel Primary School, we aim for all our children to develop a love of history and to be inspired, curious and knowledgeable about the past. Through rich memorable historical learning experiences, our children develop an understanding of their locality, its place within history and they gain a coherent knowledge about Britain’s past and that of the wider world. Children discover how people’s lives have shaped the nation and how Britain has influenced and been influenced by the wider world. Through working as historians, and knowing how historians work, our children develop independence to ask and answer historically valid questions; think critically about changes, causes and consequences and they use a range of sources of evidence from the past, to make comparisons and give reasons for their own opinions using historical vocabulary. Children also apply their deepening knowledge and understanding of local, British and world history by creating their own structured historical accounts, including written narratives within and across historical periods studied.

**Implementation**

Children are encouraged to work as historians, through exposure to a variety of sources – including visits and fieldwork - developing their ability to ask perceptive questions, critically interpret and question the past, and understand the chronology of events in Britain and the wider world. As children move through school, they begin to recognise that different things were happening in different places in the world at the same time. Every unit of work includes a focus on chronology, to help children understand where the period of history they are studying fits within their knowledge to date of the past. We use an enquiry-based approach through which they are taught key historical knowledge in a variety of ways. First hand sources, or where not possible replicas or pictures are used in all units of work to support the children in being historians, developing the skills to find out about the past. Children learn and explicitly use key historical vocabulary which is planned and developed with regular opportunities to be revised and reapplied. Cross-curricular learning, where appropriate, is implemented in order to support and deepen historical knowledge. Children are challenged to undertake high quality research using a range of mediums and present their findings confidently, both orally and in exercise books. They gain an ability to think, reflect, debate, discuss and evaluate the past by formulating and refining questions and lines of enquiry.

**Impact**

Children will understand and be able to demonstrate the skills needed to work as a historian by: using historical vocabulary orally and in writing; interpreting and evaluating sources of evidence; constructing arguments and giving valid reasons to support opinions. Pupils will be able to talk about and share their learning which will provide the subject leader with the information required to measure historical knowledge and understanding and the application of core vocabulary. Pupils’ work, in written and photographic forms, will demonstrate children’s knowledge of historical periods studied and their understanding of historical concepts. This evidence is used to inform teacher assessment, both formative and summative, and the subject leader as part of the monitoring process.

**EYFS**

During the Early Years Foundation Stage, learning is structured around themes throughout each term. The children are introduced early on in their learning to historical concepts to enable them to develop an understanding of the world. Each enquiry helps the children to make progress in history, as they will begin to use historical based language associated with the passage of time and gain a sense of uniqueness and of belonging to a community. Also, they begin to develop an understanding about the similarities and differences between themselves and others, and among families, communities and traditions. Children are introduced to handling artefacts and using evidence through first hand exploration using toys, games, artefacts and pictures, from now and the past. They have opportunities to learn through oral history, by discussions about families and older community members. As well as this, children look at objects from the present and past to gain an understanding about how things have changed and why some things have not changed over time. Children also learn through stories related to key events from the past to help them to develop a deepening understanding of times prior to their own lives and the lives of their families. Early historical vocabulary is discretely taught and explained and regularly referred to in direct teaching and continuous provision. It is also displayed in the learning environment, as a visual, so that key language is reinforced throughout our Early Years Foundation Stage.

**Year 1**

Building on the children’s developing knowledge of their learning in EYFS about life now and in the past, children begin Year 1 by looking at changes within living memory, initially focusing on houses over time in their local area. This provides opportunities for them to use primary sources, to include historical maps, photographs and appropriate oral history within the wider school community to develop their skills to work as young historians. Children begin to ask and answer questions about the past using historical vocabulary and through this they develop their understanding of changes over time and its impact on daily life. The children then begin a unit of work about homes and life in London (during the time of the Great Fire of London) which links to their learning in geography as the children name parts of the United Kingdom and capital cities. Also, they begin to compare and contrast houses in the past in London with the present day to deepen their understanding of change over time. Children progress by developing their growing knowledge of change, as they learn about a significant event from the past (The Great Fire of London) and further develop their knowledge and understanding of houses, places and people using stories and historical sources. Also, they learn to understand key features and events and begin to identify similarities and differences between ways of life in a different period.

**Year 2**

In Year 2, children progress from Year 1, by developing their knowledge and understanding of changes locally within living memory and a significant event beyond living memory, by learning about the lives of children during World War 2. Children develop a basic understanding of the reasons for World War 2 and link their growing knowledge of the world in geography, as the children identify countries that were involved in the war and where they were located. The children’s curiosity about the past is further stimulated through opportunities that enable them to consider and experience what life for children was like during World War 2 as an evacuee in their locality during this period. They consider the impact of significant events on daily life by linking back to work on houses and homes in Year 1 and explore the effects of rationing, evacuation and the Blitz. The children further develop their ability to work as historians by using sources of evidence including photographs, oral history, maps, local war memorials, artefacts, propaganda posters and written accounts to find out about the past. Also the children further develop their knowledge about Holmes Chapel through a focused local study about the history of Jodrell Bank, a famous landmark. In this unit, they find out about the life of a significant individual, Sir Bernard Lovell and learn about his innovations and how they have changed overtime.

**Year 3**

The children in Year 3 are introduced to the idea that people have been living in Britain for a very long time; they develop their knowledge of changes about the past in Key Stage 1, by learning about the changes that occurred between the middle Stone Age (Mesolithic Times) to the Iron Age. The children further explore continuity and change and acquire a greater ability to discuss similarities and differences overtime.This unit builds on previous knowledge about houses in Year 1, as the children learn to recognise the continuities, for example, that there is very little change in houses, house building or settlement size until the Iron Age period, and they gain an understanding that sometimes continuities are equally as important as changes**.** Also, the children begin to recognise how new inventions and changes impacted on peoples’ lives; such as stone technology and bronze for tools and weapons and how immigrants in Britain impacted on settlements. For most of this period there is very little written evidence, so the children begin to gain an understanding of the importance of the work and discoveries by archaeologists. There is a strong emphasis on the children investigating issues and solving valid historical questions so that they learn to recognise the nature of the evidence on which their judgements and knowledge are based. Children begin to question the significance of events and Iron Age Britain’s relationship with the wider world, for example by exploring why Julius Caesar came to Britain. They use a wider range of evidence such as archaeology, written sources and autobiographies to further appreciate the work of historians and they begin to draw their own conclusions. Also the children consider cause and consequence, and that events such as Caesar’s trips to Britain do not happen in a vacuum.

Children’s historical knowledge of the past is extended further through an understanding of the achievements of the earliest civilisations. This unit of work initially enables children to gain an insight about where and when the first civilisations appeared and progresses to focusing on a study of Ancient Egypt. The children develop their enquiry skills about the achievements of the Ancient Egyptians; for example, by exploring why they built pyramids and what, where and why they traded. The children find out about the city of Alexandria founded by Alexander the Great (a significant person). They explore how Ptolemy II contributed to trade,why Alexandria became a capital city and its proximity to the Mediterranean and trade routes. Children will apply their learning in geography by looking at maps to identify the benefits of this location for trading and use historical and geographical terms to describe features of past societies, make comparisons with other cities in Egypt and begin to make links between them. Also, they consider why the city of Alexandria encouraged people to settle and what the first Ptolemy rulers did to encourage safe trade. Knowledge of aspects of settlements, trade and transport are further explored throughout historical enquiries in Key Stage 2.

**Year 4**

Building on the children’s developing knowledge and understanding in Year 3, about the wider world and significant aspects of the earliest civilisations, the children begin Year 4 by studying Ancient Greece. In this unit of work, children focus on Greek life, achievements and their influence on the Western World. They link previous historical knowledge and understanding of chronology, enabling them to develop metacognition and self-regulation strategies to help them to apply and secure knowledge of historical concepts. The children link for example, aspects of trade and transportation learnt in Year 3 about Ancient Egypt with Ancient Greece. They use a range of sources to find out about the life and achievements of the Ancient Greeks including the city-states of Athens and Sparta, warfare and seamanship, Greek culture and their beliefs. Also they gain an insight about Greek mythology and identify the most important achievements of a significant individual (Alexander the Great). The children investigate the continuing legacy of the Ancient Greeks as they explore the influences on education, language, architecture, government and the Olympic Games and make connections about this time period with our lives today. The emphasis throughout the unit focuses on developing the children’s historical enquiry skills, for example, including how evidence is used to make historical claims and developing their understanding of historical concepts such as continuity and change, similarity and difference, and significance.

In the study about ‘The Roman Empire and its impact on Britain’, the children focus on three sequential enquiries. They investigate when and why the Romans invaded, linking to previous learning in Year 3 about why Julius Caesar invaded Britain. This enquiry develops children’s interpretation skills by using both written texts and artefacts to enable them to draw conclusions about the Roman army and Empire. The children also develop a greater ability to give reasons for their opinions for example, through two subsequent enquiries about whether the native Britons welcomed or resisted the Romans and how the Romans influenced the culture of people during that time period. This unit of work provides opportunities for the children to begin to research and interpret a range of sources and begin to critically assess them; it enables them to gain further insights about how knowledge of the past is constructed and why some historical resources we use may not be accurate. The children also apply their learning in Y3, by using archaeological sources to deepen their understanding and appreciation of the work of archaeologists and how historians use evidence to make deductions about the past.

**Year 5**

In Year 5, the children initially study Britain’s settlement by the Anglo-Saxon and Scots and the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. They develop their chronological understanding, previously learnt in Key Stage 2, by further exploring settlements in Britain, as they are introduced to the idea that people from other societies have been coming to Britain for a long time. They learn about some of the tensions involved with settlements, differences in reasons for migration between Saxons and Vikings and the impact within these societies. Children also make links with other societies that contributed to the formation of the United Kingdom and gain an understanding about how the Saxons, Vikings and Scots contributed in the development of institutions, culture and ways of life in the country. These learning experiences enable children to compare and contrast and deepen their knowledge of change, continuity and causes and consequences over time. In this unit, there is a strong emphasis on investigating issues and children learn to address a number of historical and broader concepts as they build on knowledge related to Anglo-Saxon and Viking England and Scotland at a local, regional, national and international level. They will also develop their understanding of historical terms through the acquisition of specialised vocabulary and reinforcement of that previously learned by using it in broader contexts through political, economic, social, religious and cultural perspectives. Geographical skills are also developed as the children use maps to explore where the Angles, Saxons, Jutes and Frisians came from, calculate distances of where they travelled to and to locate where they settled. They will use maps to consider what the local area was like during Saxon and Viking times and make judgments about how important they were in the locality.

The children in Year 5 further develop their knowledge and understanding by building on previous learning in Key Stage 2 about the earliest civilisations and ancient civilisations through studying a non-European society that provides contrasts with British history by focusing on a study of Bagdad c. AD 900. In this unit, the children learn about the remarkable achievements of the early Islamic society and will extend their chronological knowledge in history about aspects of homes, religious and cultural perspectives, trade, transport, achievements and their influences on the wider world overtime. Children learn for example, about society in the Golden Age of Islam and compare this society to what was happening at the same time in Britain, linking back to previous learning about Anglo-Saxons. Also, the children make links to previous historical concepts to help them to grasp why this is an important aspect of history. They consider for example, why and how this civilization grew so rapidly in the 10th century and explore the richness and its legacy so that they learn how we know about this civilization when so little of Baghdad from this time is still in existence. Through this unit, the children develop their ability to make inferences from historical sources; think creatively about possible uses for objects that were typical of the time; they are challenged to make contrasts between the civilizations of Saxon Britain and early Islam; and further develop their ability to evaluate the significance of historical information that they unearth.

**Year 6**

In Year 6, learning enhances children’s knowledge and understanding about aspects of trade and transport previously learned in Y3, Y4 and Y5 through a local study on the significance of transport. This unit focuses on enquiries about the development of canals, the importance of the first railways and improvements to the road network to further extend children’s chronological knowledge beyond 1066. The children are introduced to and explore how transport has changed historically in their locality over time. They investigate how various mediums of transport have impacted on lives and ways in which the community in Holmes Chapel and surrounding areas have changed and developed since the Middle Ages and the industrial revolution to the present day.

This unit builds on knowledge and understanding about settlements, trade and transport in Key Stage 2, so it enables the children to make continued progress by developing a chronologically secure understanding of British, local and world history and establish clear narratives with periods previously studied. The children learn to independently select and use a wider range of historical sources such as, photographs, texts, web-links and social scenes from the past (that include rivers, canals, carriages and railways) to explore how and why these developments have occurred. They will investigate the benefits and limitations of early transport in Holmes Chapel and address a number of broader concepts about the history of transport and its wider context. This unit also provides the children with a greater awareness about continuity, change, cause and consequence. Through the use of case studies and in-depth local analysis for example, they gain the ability to independently make inferences, judgements and draw conclusions about why and how transport has evolved and how this has impacted on societies in the past to the present day. Learning experiences enable the children to demonstrate a greater independence of using and applying historical skills and concepts. They use historical evidence for example, to make comparisons and contrasts, links and connections and communicate their understanding in debates, discussions and written accounts. Children make progress in using historical terms through the acquisition of specialised vocabulary and terminology and reinforcement of that acquired in history and geography in previous years. They also develop the ability to use historical vocabulary in broader contexts, by considering economic, social and cultural perspectives and applying terms with increasing levels of confidence and competence. Strong links are made with geography throughout this unit, as the children will use a range of maps (including historical maps) to examine how varying types of transport have significantly changed the land use and landscape overtime.

**Assessment**

Assessment is continuous throughout each unit of work to ensure learning is inclusive and engages all children with their learning, promotes progression and leads to high achievement.

Children’s progress is systematically tracked periodically at each stage of their learning using the Holmes Chapel Assessment Framework. This evidence is used to inform summative assessment for all children against national expectations in history. An overall judgement of every child’s attainment is made at the end of each academic year, which is shared with their parents/carers, their next year group teacher and the History subject lead accordingly.