



History Handbook



"History is not a burden on the memory, it is an illumination of the soul" – Lord Acton

Approved by: Headteacher & SLT

Last reviewed: September 2023

Next review: July 2025

Rationale

At Gaskell Primary School, we have developed a tailored History Curriculum to meet the needs of our children who embark on their educational journey with a limited understanding of historical events and contexts. From EYFS to Year 6, our goal is to equip the children with a comprehensive knowledge of historical events, figures, and themes. This knowledge is essential for developing analytical skills, critical thinking and preparing them for the subsequent stages of their education.

We strive to immerse our children in high-quality historical texts from various sources, exposing them to diverse perspectives and fostering a passion for lifelong learning about the past. Our curriculum provides clear objectives, ensuring that the children understand the tasks at hand and can actively engage with historical content. Ultimately, our expansive and well-rounded History Curriculum is grounded in thorough research, leveraging existing cognitive links to facilitate deeper understanding, retention and application of historical knowledge and skills.

The curriculum is deliberately designed to be progressive, building upon previous knowledge and skills, allowing every student, regardless of their initial background, the opportunity to excel academically and personally in their exploration of History.

Intent

Our History policy aims to foster a deep understanding and appreciation of the past among children. We believe that History education is not just about memorising facts but rather about developing critical thinking skills, empathy and a sense of connection to the past. Through this policy, we intend to help the children investigate and interpret the past, build an overview of world history, understand chronology and communicate historically. Our ultimate goal is to create informed and engaged citizens who can apply historical knowledge to the challenges of the present and the future.

Implementation

1. Investigate and Interpret the Past:

- We will encourage the children to ask questions about the past and explore primary and secondary sources to find answers.
- Activities will include analysing historical artefacts, diaries, letters, photographs and maps.
- Children will learn to consider multiple perspectives and evaluate the reliability of sources.

2. Build an Overview of World History:

- Our curriculum will cover key historical events, figures and civilizations from different time periods and regions.
- We will use age-appropriate materials, such as illustrated books and interactive multimedia, to engage the children.
- Special emphasis will be placed on local history to connect the children with their community's past.

3. Understand Chronology:

- Children will develop a sense of historical chronology by creating timelines of important events and civilizations.

- We will use visual aids and storytelling to help the children grasp the sequencing of historical events.
 - Concepts like BCE (Before Common Era) and CE (Common Era) will be introduced when appropriate.
4. **Communicate Historically:**
- Children will practice expressing historical ideas and narratives through various mediums, including writing, art, drama and presentations.
 - Debates and discussions will encourage the children to articulate their historical perspectives and defend their viewpoints.
 - Class trips to museums and historical sites will provide opportunities to share knowledge in real-world contexts.

Impact

1. **Critical Thinking Skills:** Children will develop critical thinking skills as they analyse historical evidence, consider different viewpoints and make connections between past events and current issues.
2. **Empathy:** Through the study of history, the children will gain a deeper understanding of different cultures, societies and individuals, fostering empathy and tolerance.
3. **Historical Literacy:** Our children will graduate with a solid foundation in History, allowing them to participate in informed discussions about global and local issues.
4. **Citizenship:** We aim to produce responsible citizens who appreciate the importance of historical knowledge in making informed decisions and contributing to their communities.
5. **Life-Long Learners:** By instilling a love for History, we hope to inspire a life-long passion for learning and curiosity about the world.

In conclusion, our History policy seeks to create a well-rounded History education that goes beyond rote memorisation, enabling the children to investigate, interpret and communicate about the past while building a strong foundation for understanding the world around them.

Curriculum Structure

By designing a curriculum that is concept-based, inquiry-driven and focused on real-world connections, the children will not only acquire knowledge but also develop the skills and attitudes needed to apply that knowledge effectively in a variety of contexts. This approach fosters a deeper and more meaningful understanding of the world around them and empowers them to "know more, remember more and do more."

History will be taught half termly to ensure the children build up a variety of knowledge and skills. The knowledge and skills the children learn are built upon each year. We use concepts, so the children are able to make schema links and retain the knowledge in their long-term memory. Previous knowledge is recapped at the start of each new unit and lesson allowing the children to make connections and remember more.

We introduce and explain vocabulary specific for each unit so that the children are able to apply the vocabulary within their History lessons. Children use a knowledge organiser and classroom displays to help them recall key information quickly.



Gaskell Primary School – History Discovery

AUTUMN 2 (Year 1)
Toys—Past & Present
 Changes within living memory connected to aspects of change in national life, by exploring toys from Victorian times to today

SPRING 2 (Year 1)
Florence Nightingale
 Focus on significant person – Florence Nightingale.
 Focus on the work she did and her national achievements.
 Compare life of Florence Nightingale – focus on hospitals and healthcare.

SUMMER 2 (Year 1)
Great Fire of London
 Focus on events beyond living memory that are significant nationally or globally.
 Focus on buildings and houses of that time, then and now.

AUTUMN 2 (YEAR 3)
Stone Age to Iron Age
 Focus on changes in Britain from the Stone Age to the Iron Age.
 Focus on Settlements, culture and food and farming.
 Focus on significant person – Cheddar Man.

SPRING 2 (YEAR 3)
Ancient Egypt
 Focus on an achievement of an early civilisation – when and where they first appeared.
 In depth study of the Egyptians with a focus on beliefs, Food & Farming and society.
 Focus on the life of a significant person – Tutankhamun.

SUMMER 2 (YEAR 3)
Ancient Greeks
 In depth study of Greek life and achievements and their influence on the western world (Democracy, conflict, empire, culture, food & farming).
 Focus on the life of a significant person – Alexander the Great.

SPRING 2 (YEAR 4)
The Romans
 Focus on the Roman Empire and its impact on Britain.
 Focus on significant person – Julius Caesar's attempted invasion of Britain in 55-54 BC.
 Focus on the Roman Empire by AD 42 and the power of its army.

SUMMER 2 (YEAR 4)
Anglo Saxons & Scots
 Focus on Britain's settlement by Anglo Saxons and Scots.
 Focus on Roman withdrawal from Britain in AD 410 and the fall of the Western Roman Empire.
 Focus on Scot's invasions from Ireland to North Britain (Now Scotland).

AUTUMN 2 (YEAR 5)
The Vikings & Anglo Saxons
 Focus on the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.
 Focus on Viking raids and invasion.
 Focus on resistance by Alfred the Great and Athelstan (1st King of England).
 Focus on Danelag.

SPRING 2 (YEAR 5)
The Changing Power of Monarchs
 Focus on a study in British History that extends pupil's chronological knowledge beyond 1066.
 Focus on the changing power of monarchs using case studies from William the Conqueror to Charles III.

SUMMER 2 (YEAR 5)
The Bolton Massacre
 A local history study linked to the English Civil War 1642 – 1651.
 Focus on a study of an aspect of history (Bolton Massacre 28th May 1614) dating from period beyond 1066 that is significant in the locality. Focus on conflict, significant people, democracy and beliefs.

AUTUMN 2 (YEAR 4)
Mayan Civilisation
 Focus on a non-European society that provides contrast with British History – Mayan Civilisation
 In depth study of Mayan Civilisation and achievements and their influence on the western world (Democracy, travel, culture, beliefs, food & farming)

SPRING 2 (YEAR 4)
 Focus on the successful invasion by Claudius and conquest, including Hadrian's Wall.
 Focus on significant person – Boudica.

SUMMER 2 (YEAR 4)
 Focus on Anglo-Saxon invasions, settlements and kingdoms: place names and village life (Culture & Beliefs).

AUTUMN 2 (YEAR 5)
 Focus on Edward the Confessor and his death in 1066.

SUMMER 2 (YEAR 5)
 Focus on a study in British History that extends pupil's chronological knowledge beyond 1066.

SPRING 2 (YEAR 6)
WW2—Battle of Britain
 Focus on WW2 based on the Battle of Britain, The Blitz, Home front, Women at War, Evacuees, Rafting
 Focus on significant people from the past (Adolf Hitler/ Winston Churchill) and how it has affected the modern day. Make comparisons between the two.

SUMMER 2 (YEAR 6)
WW2—On the Front Line
 Focus on significant person – Anne Frank (Holocaust)
 Focus on – what was happening on the front line/ other countries? how did Hitler convince Germany to go to war?
 Focus on an aspect in British history that extends pupil's chronological knowledge – a significant turning point in British

EYFS (Taught across the year)
 Begin to make sense of their own life-story and family's history.
 Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.
 Talk about the lives of people around them and their roles in society.
 Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.

- GPS Drivers**
- World Citizens
 - Avid Adventurers
 - Confident Communicators
 - Creative Minds
 - Healthy Pioneers

SPRING 2 (Year 2)
Christopher Columbus
 Focus on the life of a significant person – Christopher Columbus.
 Focus on a significant person who have contributed to international achievements.
 Compare to transport.

SUMMER 2 (Year 2)
Neil Armstrong
 Focus on the life of a significant person and events – Neil Armstrong & The Lunar Landing 1969.
 Focus on his international achievements.
 Compare his life and achievements to Christopher Columbus.

AUTUMN 2 (YEAR 6)
World War 1
 Focus on studying an aspect in British history that extends pupil's chronological knowledge beyond 1066.
 Focus on empire, significant people, democracy, conflict and culture.
 Focus on where the fighting took place, why it started, propaganda, the home front, condition in the trenches, Christmas Day Truce.

SPRING 2 (YEAR 6)
WW2—Battle of Britain
 Focus on WW2 based on the Battle of Britain, The Blitz, Home front, Women at War, Evacuees, Rafting
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Discover our WORLD

Explore our PAST

Planning

Our lesson plans are designed by the Subject Leader, who makes sure that the teaching of History is sequenced and progressive and that key knowledge and skills are built upon each year. In History, knowledge is selected by using concepts. The concepts build schema links, which allow the children to 'know more, remember more and do more'. We ensure that the skills outlined in the National Curriculum are covered within the units and that we are continuously re-visiting previous learning.

We do this by embedding the Gaskell Principles of Learning. We also make explicit links to our school drivers to ensure the children understand that when they leave Gaskell Primary School, they have experienced essential life skills such as being a confident communicator or an avid adventurer.

We use the knowledge organisers to support knowledge retrieval in each unit of work.

Assessment

We assess History in three ways: through Assessment for Learning (AFL), Formative and Summative assessment.

	Assessment for Learning (AFL)	Formative	Summative
Definition	Any activity that is primarily designed to improve learning	Gives the teacher previously unknown information about the children's achievements that is used to inform next steps	Allows us to draw conclusions about the children's attainment in relation to agreed standards
Purpose	To help the children to remember, apply facts to build knowledge, and to develop reasoning	To check what the children remember and understand in the short to medium term, to determine the efficacy of teaching methods and to decide what to do in response to this information	To check what the children remember and understand in the long term and to decide whether this meets the agreed standards.
Audience	Teachers, children	Teachers, children, subject leaders and parents	Teachers, children, subject leaders, school leaders, governors, parents and (where applicable) other schools and government departments
Frequency	Every lesson, every day	From the mid-point of a topic onwards, with variable time-scales	End of unit
Types	Questioning, checking, feedback, Gaskell Principles of Learning, Metacognition, Retrieval Practice	Learning By Questions LBQ Feedback to Learners' Policy	Teacher judgement against the key knowledge (INSIGHT)

Children are assessed against their key knowledge which are split into the following strands:

- Investigate & Interpret the Past.
- Build an Overview of the World

- Understand Chronology
- Communicate Historically

The information we gather during each unit about the performance of individual children and groups will enable the teacher to provide carefully tailored feedback, questioning, explanation and support, according to their needs. When each unit has been completed, teacher assessments are updated on to **INSIGHT**. Subject work books and (where appropriate) Seesaw will also be used to support objectives and showcase evidence.