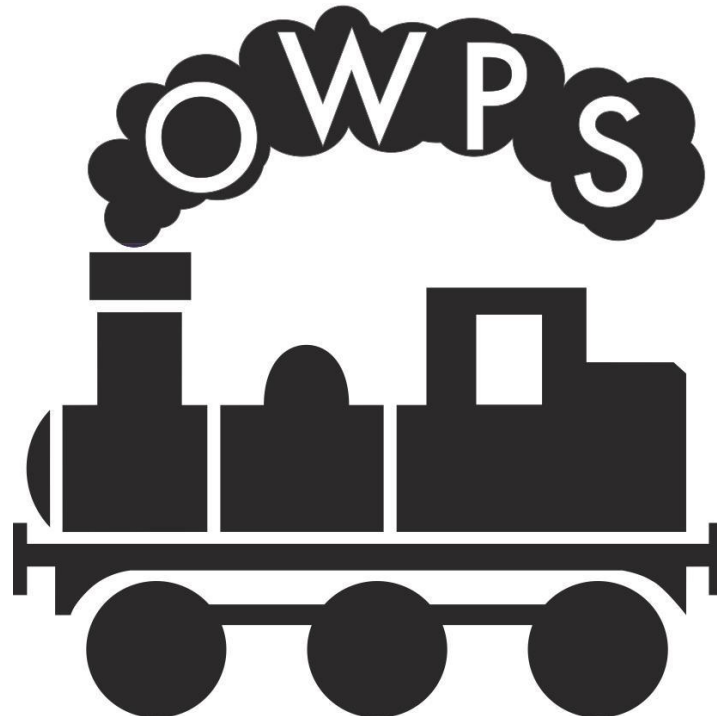


# Orton Wistow Primary School



## What Does History Look Like?

At Orton Wistow, we want every child to gain a coherent knowledge and understanding of Britain's past and that of the wider world. We want to inspire pupil's curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement. From the very beginning of school, children will develop historical thought through investigating life beyond their living memory.

This document will outline the theory behind our approach to teaching history and sets out how this is delivered to our pupils.

Jill Ironside  
May 2023



# Orton Wistow Primary School

## **1. Our aims**

At Orton Wistow, our aim is 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 the manner in which Britain developed as a democratic society. We teach children to understand how events in the past have influenced our lives today; we also teach them to investigate these past events and, by so doing, to develop the skills of enquiry, analysis, interpretation and problem-solving

## **2. Objectives**

The objectives for teaching history at Orton Wistow are to

- arouse interest in the past and stimulate children's curiosity into finding out more;
- to develop knowledge and understanding of how people lived in other times and how those times were different from today;
- to enable children to know about significant events in British history, and to appreciate how things have changed over time;
- to develop a sense of chronology;
- to encourage thinking about cause and effect, and how the past influences the present
- to experience a range of representations of the past;
- to develop the ability to communicate historical knowledge in a variety of forms;
- to understand how Britain is part of a wider European culture, and to study aspects of European history;
- to have some knowledge and understanding of historical development in the wider world;
- to help children understand society and their place within it, so that they develop a sense of their citizenship and cultural heritage;
- to develop in children the skills of enquiry, investigation, analysis, evaluation and presentation

### **3. Teaching approach**

History teaching at Orton Wistow focuses on enabling children to think as historians. We place an emphasis on examining historical artefacts and primary sources, and give children the opportunity to visit sites of local and national 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, especially in EYFS and KS1. We focus on helping children understand that historical events can be interpreted in different ways, and that they should always ask searching questions (e.g. 'How do we know?') about information they are given. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement.

Teaching will tackle understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'democracy' and teach historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, frame historically valid questions and create their own structured accounts including written narratives and analyses.

Emphasis is placed on a knowledge based curriculum as well as promoting the development of skills and a historical perspective. Knowledge Organisers for each year group's topics have been created and closely match our history Curriculum 2.0 document which outlines the vocabulary, knowledge, understanding and skills we expect the children to have acquired by the end of each topic.

### **4. Planning**

Planning for history in KS1 and KS2 is discrete and is taken from the long-term history plan (see appendix 1). In EYFS, history is planned for and taught through a topic based approach. The long term history plan feeds into each year group's medium term planning. In KS2, history is taught throughout the entire year, with a different topic being taught in each term, whilst in KS1 history is taught in two out of the three terms. The expectation is that at least six history lessons per topic are timetabled regularly across the term to allow children to retain and recall facts they have been taught, and to make connections between previous learning and current learning. Each lesson should be long enough for the children to make rich connections and embed their learning, preferably lasting for the whole afternoon.

Planning is drawn from a variety of sources, including but not limited to Keystage History and the Historical Association. Every member of teaching staff has access to these historical websites to aid with the planning and delivery of high quality lessons. The school also has a well stocked library and librarian who can obtain any additional books to aid with both the planning and delivery of lessons. There is also a school resource bank available to provide hands on artefacts for children to examine.

## **5. Subject Content**

In Foundation Stage and Key Stage 1 pupils will develop an awareness of the past, using common words and phrases relating to the passing of time. In FS, the children explore history through a topic based approach where they begin to make sense of their own life-story and family's history. They will talk about the lives of people around them and their roles in society. They will discover how homes have changed, and explore the role of inventors. They will know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. The children will develop an understanding of the past through settings, characters and events encountered in books read in class and storytelling. In KS1, they extend this understanding and will know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They will use a wide vocabulary of everyday historical terms, should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events and they should understand some of the ways in which we find out about the past and identify different ways in which it is represented. Throughout KS1, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Pupils are taught about:

- **changes within living memory.** Through our learning about toys and holidays, these should be used to reveal aspects of change in national life
- **events beyond living memory that are significant nationally or globally.** In Yr 2, the children learn about the first manned flight to the moon, and the moon landing.
- **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 (ie, Queen Victoria (yr 1), and Richard III/Elizabeth I (yr2) and Christopher Columbus and Neil Armstrong (yr 2))
- **significant historical events, people and places in their own locality.** Yr 2 visit Burghley House as part of their Kings and Queens topic.

In Key Stage 2, pupils will 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. They will note connections, contrasts and trends over time and develop the appropriate use of historical terms and will regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They will construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils are taught about:

- **changes in Britain from the Stone Age to the Iron Age**
- **the Roman Empire and its impact on Britain**
- **Britain's settlement by Anglo-Saxons**
- **the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor**
- **a local history study** (The Tudors inc the importance of Fotheringhay Castle, Peterborough Cathedral, Queen Katherine of Aragon, and the impact of the two World Wars within Alwalton/Peterborough)
- **a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066** (crime and punishment from 1200 to the present and popular music in the 20th Century)
- **the achievements of the earliest civilizations** – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt
- **Ancient Greece** – a study of Greek life and achievements and their influence on the western world
- **A non-European society that provides contrasts with British history** – Mayan civilization c. AD 900

## **6. Progression**

Teachers regularly assess the children's learning and review children's progress. 'Insight' is used to track children's growing historical development. A Progression in History Skills document can be found at Appendix 2

## Appendix 1

History	Autumn	Spring	Summer
EYFS	<p>Ourselves</p> <p>(When we were young, simple time line, changes within living memory)</p>	<p>Frosty and Frozen</p> <p>(Homes from the past – changes within living memory and beyond People from the past, famous women)</p>	<p>People from the past, link to topics, inventors, occupations, transport from the past)</p>
Year 1	<p>Blast from the Past</p> <p>(Toys – within living memory and beyond)</p>		<p>Oh, I do like to be beside the seaside</p> <p>(changes between Victorian times to now)</p>
Year 2	<p>Explorers – Christopher Columbus and Neil Armstrong</p>	<p>Kings and Queens</p> <p>(King Richard III, Queen Elizabeth, Queen Victoria)</p>	
Year 3	<p>The Stone Age</p>	<p>Ancient Egyptians</p>	<p>The Tudors</p> <p><i>(Local History Study)</i></p>
Year 4	<p>The Romans/ Our Roman Legacy</p>	<p>The Mayans</p>	<p>Anglo Saxons</p>
Year 5	<p>The Vikings</p>	<p>Ancient Greece</p>	<p>Crime and Punishment</p> <p>(1200's - present day)</p>
Year 6	<p>Key British Monarchs and their Impact</p>	<p>World War II</p> <p><i>(Local History Study)</i></p>	<p>British Popular Music</p> <p>(1950s to Present Day)</p>

## Appendix 2

Skills	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Chronology</b>	sequence events or objects in chronological order	sequence artefacts closer together in time sequence events sequence photos etc from different periods of their life describe memories of key events in lives	place the time studied on a time line sequence events or artefacts use dates related to the passing of time	place events from period studied on a time line use terms related to the period and begin to date events understand more complex terms e.g. BCE/AD	place current study on time line in relation to other studies know and sequence key events of time studied use relevant terms and periods labels relate current studies to previous studies make comparisons between different times in history	place current study on time line in relation to other studies use relevant dates and terms  sequence up to ten events on a time line
<b>Range and Depth of Historical Knowledge</b>	begin to describe similarities and differences in artefacts drama – why people did things in the past use a range of sources to find out characteristic features of the past	find out about people and events in other times collections of artefacts – confidently describe similarities and differences drama – develop empathy and understanding (hot seating, sp. and listening)	find out about everyday lives of people in time studied compare with our life today identify reasons for and results of people's actions understand why people may have had to do something  Study change through the lives of significant individuals (e.g. Queen Elizabeth I and Queen Elizabeth II)	use evidence to reconstruct life in time studied identify key features and events look for links and effects in time studied offer a reasonable explanation for some events  Develop a broad understanding of ancient civilisations	study different aspects of life of different people – differences between men and women examine causes and results of great events and the impact on people compare life in early and late times studied compare an aspect of life with the same aspect in another period Study an ancient civilization in detail (e.g. Benin, Shang Dynasty, Egypt)	find about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings  compare beliefs and behaviour with another period studied  write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation know key dates, characters and events of time studied Compare and contrast ancient civilisations
<b>Interpretations of History</b>	begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past) (photos, BBC website)	compare pictures or photographs of people or events in the past able to identify different ways to represent the past	identify and give reasons for different ways in which the past is represented distinguish between different sources and evaluate their usefulness  look at representations of the period – museum, cartoons, etc.	look at the evidence available begin to evaluate the usefulness of different sources  use of text books and historical knowledge	compare accounts of events from different sources. Fact or fiction offer some reasons for different versions of events	link sources and work out how conclusions were arrived at  consider ways of checking the accuracy of interpretations – fact or fiction and opinion  be aware that different evidence will lead to different conclusions  confident use of the library etc. for research
<b>Historical Enquiry</b>	sort artefacts "then" and "now" use as wide a range of sources as possible speaking and listening (links to literacy) to ask and answer questions related to different sources and objects	use a source – why, what, who, how, where to ask questions and find answers sequence a collection of artefacts Use of time lines discuss the effectiveness of sources	use a range of sources to find out about a period observe small details – artefacts, pictures select and record information relevant to the study begin to use the library, e-learning for research ask and answer questions	use evidence to build up a picture of a past event choose relevant material to present a picture of one aspect of life in time past ask a variety of questions use the library, e-learning for research	begin to identify primary and secondary sources use evidence to build up a picture of life in time studied select relevant sections of information confident use of library, e-learning, research	recognise primary and secondary sources use a range of sources to find out about an aspect of time past. Suggest omissions and the means of finding out bring knowledge gathered from several sources together in a fluent account
<b>Organisation and Communication</b>	Time lines (3D with objects/ sequential pictures) drawing drama/role play writing (reports, labelling, simple recount) ICT	Class display/ museum annotated photographs ICT	communicate knowledge and understanding in a variety of ways – discussions, pictures, writing, annotations, drama, mode	select data and organise it into a data file to answer historical questions know the period in which the study is set display findings in a variety of ways work independently and in groups	fit events into a display sorted by theme time use appropriate terms, matching dates to people and events record and communicate knowledge in different forms - work independently and in groups showing initiative	select aspect of study to make a display use a variety of ways to communicate knowledge and understanding including extended writing plan and carry out individual investigations