

Wellgate Primary School

History Policy

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Policy statement

This policy document sets out our school's aims, principles and strategies for the delivery of History. It will form the basis for the development of History in our school.

Aims

- To meet the requirements of National Curriculum 2000 as fully as possible and enable all children to achieve the highest possible standards.
- To present history in a variety of ways to foster an interest in the past and stimulate historical learning.
- To use a range of cross-curricular activities, building upon children's first hand experiences of change within their own lifetimes, to develop a wider understanding of historical changes on a larger scale.
- To develop a sense of chronology and language associated with the passing of time, which will help them to organise their understanding of the past.
- To employ some of the skills and concepts which historians use in their study of the past, recognizing the value of a range of primary and secondary sources including accounts and stories.
- To understand that they live in and are part of a country, a community and a world with their own cultural heritages, values and histories.
- To develop an awareness of the human achievement and events which have shaped our present day lives.
- To learn about major events in the history of their country, and the world, and the relationships that may exist between the two.
- To show that they understand the general development of a number of societies over a long period, having also studied some shorter periods in depth.

Delivering the History Curriculum

In accordance with the Foundation Goals and the National Curriculum children are taught to:

- Recognise changes that have taken place within their own lifetimes and that of their families and adults around them.
- Identify changes in everyday life from beyond living memory.
- Reflect upon the lives, work and achievements of notable people in history.
- Gain knowledge of important events and their significance in history.
- Understand there is a difference between myths and legends about the past, and real events and people.
- Begin to understand the concept of 'past', 'present' and 'future', and develop a sense of chronology.
- Recognise significant and characteristic features of specific periods and societies, and identify reasons for, and results of, changes within them.
- Recognise links between events, situations and changes within and across the periods and societies studied.
- Gain knowledge about the social, cultural, religious and ethnic diversity of societies studied within Britain and the wider world.

Through these areas of study we aim to provide children with opportunities to:

- Communicate awareness and understanding of history in a variety of ways, developing appropriate language relating to the passing of time.
- Use a wide range of sources, including ICT-based, to stimulate observation and questioning, and to show different ways in which history can be presented.
- Read and listen to factual and fictitious stories set in the past, understanding the significant differences between them.
- Identify reasons why people in the past acted as they did, and the effect their actions may have had on history.
- Recognise different accounts and interpretations of history and why these differences occur.
- Recall, select and organise historical information accurately, using dates and historical vocabulary as appropriate.
- Undertake a local history study, three British history studies, a European history study and a world history study.

Implementing History

History is taught through specific cross-curricular topics that facilitate the delivery of the National Curriculum and the Foundation goals relating to History. In KS1 and KS2 they are taken from the QCA Scheme of work for History. (Appendix 1.)

Primary Resources are produced at the time

A variety of approaches are taken that allow children to work individually, in groups and as a whole class. Every opportunity is taken to make use of a wide range of primary sources, including:

- Artifacts.
- Illustrations, maps and photographs.
- Data records / census returns / church records / diaries.
- Newspaper articles and factual accounts.
- Visits to historical sites and museums.
- Visitors discussing personal histories.

Secondary Resources are produced after the event

These are supported by use of secondary sources, including:

- ICT-based sources.
- Books.
- Models.
- Radio and television programs.
- Role-play.

Children are encouraged to share their ideas and opinions, in order to clarify thoughts and develop understanding. Activities are recorded in a variety of ways.

From F2 children are encouraged to record in the majority of their lessons, after discussion, first hand experiences, listening to oral history etc. Recording could make links with genres taught in Literacy. It could be a storyboard, a time line, a diagram, a non-chronological report, or a play. The use of worksheets is discouraged.

Teaching staff are familiar with the requirements of the Foundation Goals and the National Curriculum, and continue to attend appropriate courses and meetings regarding History.

Links with other Curricular Areas

The primary focus of history lessons should be the development of children's historical knowledge and understanding. However, history lessons also provide many opportunities for cross-curricular learning.

English

History lessons can provide valuable opportunities to reinforce literacy skills and apply them in different contexts. Reading and writing are essential for the process of finding out about and communicating an understanding of history. Speaking and listening skills, such as discussion, role-play and drama, can be effective vehicles for exploring different viewpoints and perspectives on history. New subjects and materials provide opportunities to extend and develop vocabulary.

Different genres of writing can be applied to different areas of study in History, to reinforce literacy skills and to investigate History e.g. should Henry VIII have married six times could be written as a discussion genre.

ICT

A range of ICT-based resources can be used to enhance historical learning. For example, radio and television broadcasts, CD-ROMS, databases and the Internet. Such resources can enhance skills of historical enquiry and provide access to a range of information sources. They can support the collection and analysis of data, and help to develop understanding of historical patterns and processes.

Geography

History has strong links with geography, particularly in the study of societies and civilizations. The historical context gives an insight into how and why civilizations have developed in certain ways, and the links between different societies and cultures.

Other subjects

Specific opportunities for links with other subjects, notably Science, Art, DT, RE, Music and PE.

Equal Opportunities

We believe that it is important for all children to experience the range of history activities, regardless of race, gender, special needs, disability, cultural diversity or social background. A flexible teaching approach allows teachers to permit equal access to historical learning and children are encouraged to consider changes within the context of their own personal experiences. The contribution of every child is encouraged and valued.

We will use examples from history to recognise and challenge inequalities and stereotypes.

Differentiation

It is the policy of Wellgate Primary School to meet the needs of every child. Differentiated activities enable children to work at their own level and realise individual potential. Using the level descriptors the teacher can track back or forward in levels and set appropriate tasks.

The National Curriculum programmes of study set out what most pupils should be taught at each key stage but teachers should deliver the knowledge, skills and understanding in ways that suit their pupils' abilities. This may mean choosing knowledge; skills and understanding from earlier or later key stages so that individual children can make progress.

Special Needs

Curriculum planning and assessment for pupils with special educational needs will take account of the type and extent of the difficulty experienced by the pupil. In many cases the action necessary to respond to an individual's requirement for curriculum access will be met through greater differentiation of tasks and materials consistent with school-based intervention as set out in the SEN Code of Practice. Teachers will take specific action to provide access to learning for pupils with special educational needs by:

- Providing for pupils who need help with communication, language and literacy.
- Planning, where necessary, to develop pupils' understanding through the use of senses and experiences.
- Planning for pupils' full participation in learning.
- Help pupils to manage their behaviour, to take part in learning effectively and safely.
- Help individuals to manage their emotions and to take part in learning.

Assessment

History is assessed against the Foundation Goals and the National Curriculum attainment targets. These assessments provide the basis for making judgements for reporting to parents and providing information for transition. The National Curriculum attainment targets have been broken down into levels 1 – 5 in the 5 different areas of History (see appendix).

Examples of work, including photographs, are kept in a portfolio demonstrating the different levels. The portfolio will also include examples of planning from each year group.

The Role of the Co-coordinator

The coordinator will:

- Lead the development of History throughout the school.
- Monitor the planning and teaching of History, ensuring continuity and progression throughout school.
- Provide guidance to individual members of staff.
- Keep up to date with local and national developments in History and disseminate relevant information.
- Order stock linked to the planned units of work.
- Be responsible for the organization and maintenance of History resources.
- Coordinate displays of History work.
- Review and maintain the History portfolio.
- Review the History Policy.

Appendix

- 1. Overview of History Topics.**
- 2. Focused Areas and Skills to aid planning in KS2.**
- 3. Progression and Approaches through the use of Artifacts.**
- 4. Progression and Approaches through the use of Story.**
- 5. Different Approaches through the use of Source Material.**
- 6. Progression and Approaches through the use of Evidence.**
- 7. The use of Timelines.**
- 8. IT and History.**
- 9. The Language of History.**
- 10. Suggested forms and Genre of Writing.**
- 11. Characteristics of Good Teaching.**
- 12. Characteristics of Unsatisfactory Teaching.**
- 13. Characteristics of Good Planning.**
- 14. History Teacher Assessment.**
- 15. Attainment Targets.**
- 16. History Resources.**
- 17. Key Literacy Skills in History KS1 /2**

**Overview of History Topics
Appendix 1**

F1 / F2	Our Own History / Our Family History
Yr 1	How were toys different in the past? What were homes / children like in the past?
Yr 2	What were seaside holidays like in the past? Florence Nightingale Great Fire of London
Yr 3	A Roman Case Study A Viking Case Study Ancient Egypt
Yr 4	Why did Henry marry six times? Differences between rich and poor Tudors
Yr 5	Who were the Greeks and how do we use their ideas? Children in WWII
Yr 6	Children in Victorian Britain Own locality in Victorian Britain Britain in the 1960's

Focused Areas and Skills to Aid Planning in KS2

Appendix 2

Use of Historical language

Year	Areas of study	A Famous Person & or Event	Focus	Question to Investigate	Knowledge and Understanding	Interpretations of the Past	Use of Historical Resources
3	Invaders and Settlers	Boudicca Roman Invasion of Britain	Social / Technological	Why have people invaded and settled in Britain	Place familiar objects in chronological order. Suggest why people acted as they did. Identify the past and present. Use dates and terms about the passing of time.	To recognise different stories about the past, give different interpretations.	Use a range of resources to ask and answer questions about e.g. artifacts, buildings, sites, pictures, photos, music, IT, documents.
3	Ancient Egypt	Egyptian Gods	Religious / Cultural	Why was the Nile so important to Ancient Egyptians?	Place familiar objects in chronological order. Suggest why people acted as they did. Identify the past and present. Use dates and terms about the passing of time.	To recognise different stories about the past, give different interpretations.	Use a range of resources to ask and answer questions about e.g. artifacts, buildings, sites, pictures, photos, music, IT, documents.
4	Tudors	Henry VIII The Armada	Religious / social / political	Why did Henry VIII marry 6 times?	Describe change over a period of time. Give a reason for a historical event or development. Identify differences between times in the past.	Distinguish between fact and point of view.	Make deductions from historical sources. Select relevant information

5	Britain since 1930	Second World War	Social / economic / political	What was it like for children in wartime?	Recognise that some things change and some stay the same and the results of those changes. Describe different features of an historical period.	Show an understanding that differences in evidence may lead to different interpretations of the past.	Put together information, drawn from different historical sources – recall, select and organise
5	Ancient Greece	The Olympic Games	Cultural / technological	How do we use ancient greek ideas today?	Recognise that some things change and some stay the same and the results of those changes. Describe different features of an historical period.	Show an understanding that differences in evidence may lead to different interpretations of the past.	Put together information, drawn from different historical sources – recall, select and organise.
6	The Victorians	Queen Victoria William Wilberforce The Great Exhibition	Social / economic / technological	Why did the British Empire expand quickly?	Distinguish between different types of historical change. Show that events usually have 1 or more cause and consequence.	Interpretations may differ from what is known to have happened.	Comment on the usefulness of an historical source. Communicate knowledge and understanding in a variety of ways.
6	The 1960's	The Beatles Martin Luther King Moon Landings	Cultural / political / social	How did popular culture influence society?	Distinguish between different types of historical change. Show that events usually have 1 or more cause and consequence.	Interpretations may differ from what is known to have happened.	Comment on the usefulness of an historical source. Communicate knowledge & understanding in a variety of ways.

Progression and Approaches through the use of Artifacts

Appendix 3

Key Stage 1 – Use a single object

Possibly an object that belonged to a person whose story you can construct. Put a vocabulary bank of words on cards – cold – heavy – light – flimsy – metal – wood – nowadays – old for the children to select from. Possibly only expect use, function, and age – (in terms of old and new).

Key Stage 2 - Children should be working independently. Possibly they should be making a connection between 2 objects. Put questions on cards – how was it made? What is it made of? Construct a story using the object. Use pictures of objects. Ask the children which answers are they most sure/least sure of.

Artifacts can be used for: -

1. Detective work. For deductions – Who did this article belong to? How do you know it is old?
2. Through story – to build characters/to set the scene.
3. To compare with a modern equivalent.
4. For role-play using actual artifacts.
5. For sequencing.
6. For showing connection or similarity between 2 or more objects.

Specific Examples of how to use artifacts: -

1. **Feely Bags** – One child feels an object in the bag and describes it to a group. They try to draw it. Check to see if the drawing is like the object.
2. **Drawing them** – distinction between drawing for recording and drawing for art.
3. **Draw** – from memory then draw from observation – demonstrating the importance of careful observation.
4. **Blind Drawing** – Pupils work in pairs. Each has an object that cannot be seen by their partner. They each write a description of the object. Descriptions are swapped and each pupil does a drawing based on the description.
5. **Twenty questions** – Children sit back to back. One has an old but familiar object. The other has to guess what it is by asking precise questions. What types of questions provide useful answers?
6. **The No-Name Game** – Two teams – A and B. Team A chooses a familiar object e.g. a chair. They keep it a secret. They then take turns to tell team B something about it. The aim is to say 5/10 accurate things without team B guessing what it is. (There is more to be said about an object than its name and function).
7. **Kim's Game 1** – Put 20 objects on a tray. Child to recall as many as possible.
8. **Kim's Game 2** – Instead of asking for names of things ask for categories e.g. items made from wood, things a parent would use, things made from animal products.
9. **Materials** – Before children can be critical about a maker's choice of materials they need to distinguish and name different materials. Make a classroom collection of iron, brass, pottery, wax, wood, marble etc. Discuss their different characteristics. Obvious links to Science.

10. **Mystery Objects** – Give children a mystery object and make a chart with the following headings: What we know, what we think possible, and what the evidence, what we need to find out.
11. **The Left Luggage Mystery** – Teacher fills a suitcase with a variety of objects. The child reconstructs the life of the person it belongs to.
12. **The Broken Plate** – Use 3 plates. One box has a whole plate, one box half a plate, one box a fragment. Give each group one of the boxes. They should record everything they discover. This activity should show that a fragment will often reveal almost as much information as a complete item.
13. **The Dustbin Picture** – Make a picture of a dustbin. Put rubbish wrapper in. Piece together information about the family who generated the rubbish. This can also be done with a supermarket basket full of real items.

Describing Artifacts

Rusty	Tarnished	Worn
Broken	Cracked	Chipped
Scratched	Curved	Heavy
Light	Solid	Hollow
Straight	Pointed	Sophisticated
Advanced	Clumsy	Simplistic
Primitive	Useful	Smooth
Rough	Sharp	Blunt
Flexible	Decorated	Plain
Fancy	Perforated	New
Old	Modern	Unusual
Common	Cast Iron	Metal
Wood	Plastic	Pot
Ceramic	Earthenware	Clean
Dirty	Cold	Brittle

Typical Questions

Its colour? Weight? Age? Size? Use? Form? Shape? Smell? Condition? Material? Decoration? Strength?

Progression and Approaches through the use of Story.

Appendix 4

Stories run throughout Key Stage 1 and would probably be used more at this stage than Key Stage 2.

A sequence of developments would be: -

1. Listening to well known stories.
2. The child reminiscing about his/ her own past.
3. Using story about real or made up people and pointing out the difference.
4. Sequencing the story using 3 /4 pictures after the story has been told.
5. Sequencing the story using 3/4 pictures, before the story has been told.
6. Beginning to recognise different versions of a story.
7. Creating different middles and ends of stories.
8. Introducing fact and opinion.
9. Using stories of people who lived outside the lifetime of the child.
10. Sequencing story using 8/10 pictures. Compare one group's version with another – to show that there is more than one version.
11. Compare the stories of 2 contemporaries e.g. Mary Seacole and Florence Nightingale. Talk about underlying causes, and why something happened.
12. Compare two stories from different times with a linking theme.
13. Compare popular misconceptions with the more likely truth, e.g. Columbus keeping two log books. Vikings actual actions with the Sagas.

Consider

1. Personal (factual) eyewitness accounts.
2. True stories of people and events e.g. Guido Fawkes.
3. Fiction – of a certain time in History.
4. Myths and legends.

Different Approaches through the use of Source Materials

Appendix 5

Which Sources can be used: -

A Primary Source – artifact, a visit, certificate, photograph.

A Secondary Source – A letter, book.

Questions to be encouraged: -

When was it made?

Is it a primary or secondary source?

What kind of source is it?

Who made it? Why was it made?

What do you feel about the source? Is it a reliable piece of evidence?

Is it complete / incomplete? Is it part of a larger source?

Does this source give a one sided or biased view?

What was happening at the time it was made?

Would any other kind of source help us to understand this source better?

What info does it give us? What else would we like to know?

Progression and Approaches through the use of Evidence

Appendix 6

Key Stage 1 – Emphasis on Story.

- a. Recognise if a story is real or made up by reference to the evidence.
- b. Recognise that descriptions or accounts of events select what to say.
- c. Describe a source in terms of appearance and use.
- d. Ask and begin to answer questions.
- e. Answer questions with a degree of justification e.g. because_____

Key Stage 2 – A range of primary and secondary sources.

- a. Deduce/infer from a range of sources
- b. Distinguish between fact and point of view.
- c. Put together evidence from a range of sources.
- d. Comment on the usefulness, limitations, reliability.

The Use of Timelines

Appendix 7

To begin with personal timelines are better – i.e. objects which belongs to the child like toys or clothes. The child has to sequence them in age e.g. rattle, a baby walker, and a football. The child also can handle objects belonging to other people – they could sequence the objects in their use throughout a day or deduce who the objects belonged to.

Pictures and artifacts together on a timeline are confusing – give fewer objects to younger children. At first start with 3 objects. Can they put 3 irons or 3 kettles in time order?

With older children discuss why have chosen the order and compare to other groups. Historians select and therefore interpret History and the children are doing the same.

Using evidence for sequencing and order consider different kinds of historical change – slow and fast.

The use of Photographs / Artists Impressions / Portraits

Photographs

Start with one photograph. Ask the children to say what they can see and ask questions. Use 2/3 photos. Can the children ask and answer questions from a series of photos. Use 4/6 photos. Can they make generalizations from their deductions?

Artists Impressions

These are good for topics like ‘Ancient Greece’ because of lack of other sources. Start with one picture. Ask the children what they are fairly sure of, what could possibly be true. Then the children can research information and might have to alter their deductions.

Portraits

Give children a group of portraits and ask them what they can deduce under headings such as – what were the clothes? The food like? What did poor people do? Have a series of questions ready at first concerned with clothes, background, what is happening? Then ask the children to generate their own questions.

I.T and History

Appendix 8

I.T is obviously vital in History. It is a way of finding out, interpreting and presenting work. It can help demonstrate concepts e.g. cause, change. It helps in the construction of timelines. It is useful for information handling skills e.g. data analysis, construction of narrative.

Here are some suggestions for its use: -

1. Databases – Using ready made ones or creating own from census materials, burial records, colliery deaths etc. Interrogating information, drawing conclusions and making graphs.
2. Commercially produced simulation programmes. They need viewing before use, but many give children an authentic flavour of the time and expect them to make decisions. It is essential for pupils when making reconstructions of the past to see how the different bits fit together. A simulation can encourage pupils to do this by facing them with a dilemma similar to those encountered in the past and gives the children ownership.

There are 3 kinds of simulation: -

- Re-enactment – a rehearsal of a particular event e.g. a battle. The child is constrained to ensure a prescribed sequence of events is followed.
 - Re-play – The child relives a real event but can take actions not known to be taken in the past.
 - Models – The child explores a typical scenario.
3. C.D. Rom, Internet and videos for information.
 4. Using video to record historical drama or hotseating.
 5. Using headsets to listen and answer questions on factual historical information, or an old person talking about life when they were young.

THE LANGUAGE OF HISTORY

Appendix 9

Most of the following words should be used by the end of Key Stage 2

LANGUAGE OF TIME

Days of the week
Months of the year
Hour Day
Night Minute
Second Week
Year Decade
Era Century
Lifetime Morning
Afternoon Fortnight
AD BC
CE (common era) BCE
Birthday Anniversary
Seasons Spring
Summer Autumn
Winter

FUTURE

Tomorrow New Year
Next month The day after
Present - nowadays

Now During
New Today
Modern Up-to-date

Chronology

Contemporary
At the same time
First, last, this year, next year
Beginning, middle, end

PAST – A LONG TIME AGO

When I was little
Olden days Then
Last night After
Before living memory
Dated Long ago
Old Years ago
Yesterday Memories
Old fashioned Earlier
Ancient Medieval
Antique
Once upon a time

Age

Young Old
Middle aged Family
Generation Parents
Grandparents

Change

Rapid Gradual
National Local

LANGUAGE OF EVIDENCE

Eyewitness Detective
Found/find Reliable
Copy original Replica
Primary/secondary

Artifact
True/false
Authentic
Deduction-inference

LANGUAGE OF INTERPRETATION

If..... I know.....I can be certain..... I think..... most likely.....
fact/opinion/viewpoint/seemed/assumed bias.....to change one's viewpoint.....
Both sides of the argument.

LANGUAGE OF CAUSATION

Motive	Consequence	Reason
Needs	Immediate	Short term/long term
Contributory factors	Underlying cause	Catalyst
Trigger	Chain reaction	Intended/unintended
Explanation		Consequences

Suggested Forms and Genres of Writing

Appendix 10

All areas of study can be used for non-chronological reports which address elements such as: -

What were the houses like of the time?

What were the clothes like of the time?

What were the schools like of the time?

What was the food like of the time?

All topics can use descriptive writing using a source such as a picture or artifact.

All topics can use recount from a visit.

What were homes like in the past?

A list of rooms in my house and rooms in the past.

Recount – a day in my life / a visit.

What were toys like in the past?

A list of toys I use, and toys in the past.

A description of my favourite toy.

Florence Nightingale

A letter from Florence to her parents.

Recount of a talk by a nurse or ask and answer similar to a play.

The Fire of London

Diary of Samuel Pepys.

Description of the fire.

Egyptians

Instructions – How to embalm.

Description from a picture or an artifact.

Newspaper – discovering Tutankamun's tomb.

Narrative (retelling) about Egyptian Gods.

Romans

Recount from a visit.

Letter from Hadrian's Wall – "Roman Wall Blues". WH Auden.

Instructions – make a Boudicca board game and write instructions.

Narrative – use setting box (small world) to make up a pyramid story.

Newspaper – Caesar's raid on Britain.

Biography of Caesar / Boudicca.

Tudors

Newspaper – Sinking of the Mary Rose.

Recount from a visit.

Character sketch of Henry VIII / one of his queens / Elizabeth I

Letter from Henry to one of his wives.

Discussion – was Henry VIII a good or bad king?
Discussion – Should Henry have married 6 times?
Persuasion – Persuade Elizabeth I to marry.

Local History

Script – Interview with a local person.
Story – of a person from the census.
Recount – of a visit to local area.
Diary – of a coal miner / pony / trapper.

WWII

Diary - of being evacuated.
Instructions – of how to make jam.
Argument – should US have dropped the atomic bomb on Hiroshima?
Biography – of Winston Churchill.
Newspaper – war is declared.

Ancient Greeks

Narrative of the Greek Gods.
Descriptive from pictures /DVDs.
Argument – should we have democracy?

Victorians

Diary – of a trapper / chimney sweep etc.
Biography – of Queen Victoria / Elizabeth Fry / Dr Barnardo
Autobiography
Newspaper of Queens Coronation.
Persuasion – that slavery is a bad thing.

1960's

Newspaper – moon landings.
Biography of Martin Luther King.
Debate – Are all people equal?
Persuasion – that pop culture is good.

Characteristics of Good Teaching:

Appendix 11

- Lessons are well prepared;
- Lessons have a good balance of activity, work and reflection;
- Pupils are encouraged to evaluate their work and reflect on progress;
- Command of subject is good;
- Exposition is clear and concise;
- Anything read to the class is done so with expression;
- Teachers give the impression that they are enjoying what they are doing;
- Displays in the class are interesting and relevant;
- Resources are well suited to the age range;
- Pupils have opportunities to work together;
- Tasks are challenging;
- Pace of lesson is brisk;
- Tasks are well matched to pupils' prior attainment;
- Objectives are clear;
- Skills are taught systematically;
- Class control is firm and supportive;
- Appropriate strategies are used to achieve good standards of behaviour and discipline;
- Classrooms are well organized;

Characteristics of Unsatisfactory Teaching:

Appendix 12

- Preparation is poor or not done;
- Time is not well managed;
- Teacher knowledge and understanding is limited;
- There is not a good balance between the activity and teacher introduction;
- Sessions are too long;
- Pace of lesson is too slow;
- Work is not differentiated;
- Pupils do not understand the purpose of the activity;
- Objectives are not clear;
- Tasks are activity-based rather than linked to clear objectives;
- Skills are not taught or practiced;
- Pupils are not encouraged to contribute to the lesson;
- Materials and sheets are not well matched to pupils' abilities, maturity and interest;

Characteristics of Good Planning.

Appendix 13

- The planning is led by clear learning objectives.
- The learning objective refers to History skills – not ‘to know that.....’(which is to simply impart knowledge)
- The task is often introduced by first hand experiences but followed up with formal recording, from F2 upwards.
- The success criteria is clear and measurable and makes reference to historical skills.
- The written task is linked to a genre taught in Literacy.
- Differentiation is planned through modification of the task; there is no such thing as (differentiation by outcome).
- Work is assessed using the ‘best fit’ from level descriptors.
- A unit of work e.g. medium term planning needs to include all areas of history skills at the appropriate level, led by questions e.g. Who were the Tudors/ Why did the Armada fail?

History
Appendix 15
Attainment Target

Level 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 sequencing a few events and objects, and by using everyday terms about the passing of time. They know and recount episodes from stories about the past. They are beginning to find answers to questions about the past from sources of information.

Level 2

Pupils' show their developing sense of chronology by using terms concerned with the passing of time, by ordering events and objects, and by making distinctions between aspects of their own lives and past times. They demonstrate factual 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 did answer questions about the past, from sources of information, on the basis of simple observations.

Level 3

Pupils' show their understanding of chronology by their increasing awareness 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 demonstrate factual knowledge and understanding of some of the main events, people and changes drawn from the appropriate programme of study. 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 find answers to questions about the past by using sources of information in ways that go beyond simple observations.

Level 4

Pupils demonstrate factual knowledge and understanding of aspects of the history of Britain and other countries, drawn from the Key Stage 3 programme of study. They use this to describe the characteristics features of past societies and periods, and identify changes within and across 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 aspects of the past have been represented and interpreted in different ways. They are beginning to select and combine information from sources. They are beginning to produce structured work, making appropriate use of dates and terms.

Level 5

Pupils demonstrate an increasing depth of factual knowledge and understanding of aspects of the history of Britain and other countries drawn from Key Stage 2 or Key Stage 3 programme of study. They use this to describe and to begin to make links between features of past societies and periods. They describe events, people and changes. They describe and make links between relevant reasons for, and results of, events and changes. They know that some events, people and changes have been interpreted in different ways and suggest possible reasons for this. Using their knowledge and understanding, pupils are beginning to evaluate sources of information and identify those that are useful for particular tasks. They select and organize information to produce structured work, making appropriate use of dates and terms.

Level 6

Pupils use their factual knowledge and understanding of the history of Britain and other countries drawn from the Key Stage 3 programme of study, to describe past societies and periods, and to make links between features within and across periods. They examine, and are beginning to analyse the reasons for, and results of, events and changes. Pupils describe, and are beginning to explain, different historical interpretations of events, people and changes. Using their knowledge and understanding, they identify and evaluate sources of information, which they use critically to reach and support conclusions. They select, organize and deploy relevant information to produce structured work, making appropriate use of dates and terms.

History Resources

Appendix 16

The Greeks

Greek Amphora of Hercules
Greek oil lamp
Theatrical masks
The Greeks – Guided readers (6)
Mask of Hercules
Classical Greek mans costume

Ancient Egypt

Remains of Ancient Egypt Pack
Golden funeral mask
Anubis – a mortuary shrine
Ancient Egypt foodstuffs

Tudors

Tudor Man's outfit
Tudor times CD-rom
Henry VIII costume
Tudor portraits pack
Elizabeth I coin set with notes
Pewter goblet
Tudor writing set
Trencher
Stump doll
Horn book
Coins
Oil lamp
Tudor times CD-Rom

Romans

Wax tablets and styli with army stamp (2)
Roman coin set
Strigil from roman bath (2)
Arcventure Romans CD-Rom
Classical roman lamp
Chalelaine set
Roman Britain – guided readers (6)
Gladiator beaker

Vikings

Viking hat
Wattle and daub wall

WW2

WW2 Evacuees suitcase – lots of items
The Home Front photopack
Incendiary bomb
Children in the 2nd World War – guided readers (6)
WW2 hot water bottle
WW2 gas mask and bag

Victorians

Metal hoop and stick (2)
Slate and pencils (4)
Box iron
History mysteries candle, snuffer, scissors
Three storage tins
Victorian child's pack
Mary Seacole book
Wooden games
Handwriting copybook
Pick up sticks (2)
Whip and top (2)
Traditional toys
Eggcup and ball
Yoyo
Knucklebones
Grandads hot water bottle
Magic Grandad seaside holiday CD-Rom
Victorian Children – guided readers (6)
Rubbing board
Pegs for pegging a rug
Warming pan
Rag rug making kit
Victorian kettle
Wooden dolly peg
Cherry toothpaste pot
Chamber pot
Cane
Finger stocks

Victorian Britain CD-Rom
11 Victorian glass bottles

1960's

The 1960's scrapbook
John Lennon big book
The Beatles posters (2)

Toys in the Past

Pack
Victorian spinning top

Seaside Artifacts

Pack
See Victorians
Female swimming costume

Key Literacy Skills in History: KS1

Appendix 17

- Use common words and phrases relating to the passing of time and subject specific language.
- Identify different ways in which the past is represented
- Be taught how to find out about the past from a range of information: skimming, scanning, information retrieval strategies, interrogating text including ICT based sources.
- Ask and answer questions about the past
- Select from their knowledge of history and communicate it in a variety of ways

Key Literacy Skills in History: KS2

- Use dates and vocabulary relating to passing of time and subject specific language
- Identify and describe reasons for, and results of, historical events, situations, and changes in the periods studied (report, explanation, discussion, persuasion)
- Describe and make links between the main events, situations and changes within and across the different periods and societies studied (report, explanation, discussion, persuasion)
- How to find out about events, people and changes studied from an appropriate range of sources and information, including ICT (skim, scan, information retrieval techniques, note making: various)
- Ask and answer questions, select and record information relevant to focus of study / enquiry (note making, information retrieval, record according to purpose: variety of non-fiction text types)
- Recall, select and organize historical information (e.g. paragraphs, logical sequence)
- Use dates and historical vocabulary to describe periods
- Communicate knowledge and understanding of history in a variety of ways (i.e. range of non-fictional text types / genres)

The Problems of Non Fiction Writing

<p>What causes the problem?</p>	
<p>Written texts are not the same as spoken texts</p>	<ul style="list-style-type: none"> • All societies use spoken language. Not all societies have developed a written language • With speech, we use a range of ways to convey subtle meanings – intonation, facial expression, gesture; with writing we have to find other ways to do this • With speech, we often get immediate feedback and can adjust our message accordingly. With writing we may get feedback sometime later, or not at all • With speech, we are most often involved in conversations and in such situations the participants prompt each other to further utterances; there is no prompting between a writer and a sheet of paper • Speech is often in disjointed, incomplete phrases. Writing is expected to be in discrete units called sentences
<p>Writing uses complex cohesive devices to maintain the sense of a passage</p>	<p>Children lack experience of written cohesion and this manifests itself in writing which ‘loses the thread’. A good example of cohesion in texts is the use of pronouns to refer to previous nouns. (<i>The boy hits his friend. He was punished</i>) Some children find it difficult to relate noun to pronoun (some will think it was <i>the friend</i> who was punished) and many will introduce pronouns into their writing without first using a noun.</p>
<p>Non-fiction writing can require the use of subject specific, technical vocabulary</p>	<p>Children may not know this vocabulary or may confuse everyday usage and technical usage.</p>
<p>Non fiction writing often uses more formal, impersonal registers than narrative writing</p>	<p>This can include the use of passive sentence constructions (<i>the friend was hit by the boy</i>), little use of personal pronouns, formal rather than everyday vocabulary.</p>
<p>Non fiction writing is organized in a variety of ways</p>	<p>Children may not be as familiar with ways of writing non-fiction texts as they are with narrative written forms</p>