

## **St. John's Cathedral Catholic Primary School**

### **HISTORY POLICY**

#### **The Nature of History**

History is a process of enquiry, of never ending dialogue between the historian and the sources, where questions are posed about change and cause, where different views of the past emerge and where deepening conceptual understanding goes hand in hand with greater knowledge of past events.

#### **Aims**

To provide equality of opportunity which will:

- Help children form an awareness of events which took place in the past and their relevance to the present.
- Present history in a stimulating way so that all children, including those with special needs, learn to their full potential.
- Contribute to the children's knowledge and understanding of past developments in Britain, Europe and other countries and cultures.
- Help history 'come alive' by giving children 'hands on' experience of history where possible.
- Enable children to enjoy and appreciate the richness of the past.

#### **Objectives**

Teaching and learning in History will ensure that each child:

- Experiences a wide variety of sources i.e. artefactual, written/printed, pictorial/photographic, musical, oral, buildings/sites and computer based materials.
- Follows the programme of study laid down by the National Curriculum and through this:
  - develops an understanding of change and continuity over time.
  - is able to grasp why events in the past took place and the consequences of these events.
  - understands what it might have been like to live in periods of the past.
  - appreciate and explain that there can be more than one version of events in the past.
  - realises that our understanding of the past is grounded in source material of different types which vary in usefulness and require careful evaluation.
  - appreciates that the present has been influenced by the past and that the past will influence the future.

## **Teaching and Learning**

In both key stages History will be taught through a topic approach, with other areas of the curriculum being integrated as appropriate. Where appropriate, History may be taught as separate blocked units of work which are planned to focus directly on some aspect of History (e.g. chronology, interpretations). In Key Stage 1 and Key Stage 2 the time allocated to History will vary according to topic. Children's experience of History will be in line with St. John's Teaching and Learning Policy.

## **Assessment and Recording**

Assessment will be carried out orally, through formal or informal questioning, whilst children are engaged in examining photos, artefacts, etc., and a variety of formal and informal written tasks.

A record of pupil's progress will be kept by the class teacher.

November 2004

## **St. John's R.C. Primary School**

### **HISTORY GUIDELINES**

#### **Interpretations**

Children should realise that our understanding of the past is grounded in source material of different types which vary in usefulness and require careful evaluation.

#### **Reception**

A good starting point is to help children understand that though much of their experience in their own short lives will be very similar, they will all have slightly different pasts.

First possible approach: Personal timelines linked to photos of them as babies, toddlers, and starting school or to toys they used to play with and those they use now. Spend some time discussing what is common to them all. (Topic Myself).

All: born

Most: playgroup, pet

Very few: moved house

One (perhaps): parent who works in another part of the country.

The aim is simply to help them to see that some of the class will have slightly different timelines.

Second possible approach: Use a story where there are different versions of the same events e.g. 'Fourteen Rats and a Ratcatcher' which gives events from both the perspective of the rats and the old lady.

#### **Year 1**

Use adults talking about the past. This could be linked to work on schools, shops or past times. Children could agree some questions with the teacher beforehand and these could be put to each person when they visit. The children will notice that there are slight differences in what they say. Discuss with children the possible reasons for these differences, different social backgrounds, living in different parts of the country etc.

The aim is to help children recognise that, though the adults have had similar pasts, there are some slight variations (when Granny was a girl).

They have now moved on from their own experience.

#### **Year 2**

Children in year 2 will be able to take this still further in recognising some differences in accounts of people in the past whom they have not met or perhaps are no longer alive.

While studying the story of Florence Nightingale children will soon realise that although the lady in the picture of the wards of Scutari is carrying a lamp, the lamp is different from the lamp in other pictures...and yet it is still Florence.

It is just that there have been different interpretations of what she would have looked like at the time.

The same is true when looking at photos of Victorian classrooms. They should not automatically assume that because the pictures are different, only one version is correct. Children should be beginning to appreciate that they merely show different aspects, different types of schools, or are from slightly different times.

## **Key Stage 2**

The children need to be aware that our knowledge about the people in the past is based on the evidence that they left behind, that this evidence can survive by accident or design, and that the vast majority of it is lost.

Our knowledge is built up from the scraps of evidence that remain - what we find out about it depends on the questions we ask.

Children need to be able to pose pertinent questions, structure at least some of their investigations, and be able to handle and select from an ever broadening range of possibilities.

### Questions Concerning Interpretations

What does this story tell us about what might have happened?

What about this photograph?

Is there more than one account of...?

Why might there be differences between...?

Are there some gaps in the resources?

What are the problems in understanding different interpretations of the past?

What do we know about the person who painted the picture?

Was he there at the time?

Had he ever seen the person/people in the picture?

When I have contradictory pictures and written sources relating to an event, how do I arrive at the historical truth?

Is it just the areas of common ground between them?

Or are some more likely to be accurate than others?

Can children begin to offer valid reasons why accounts of the past might differ?

Can they understand why we might want our memories of the subject to show him in heroic pose?

Summary view of progression in work on interpretations

<b>Elementary - Year 3</b>	<b>Challenging - Year 6</b>
Work on a narrow range of interpretations, with an emphasis on stories	Work on a wide variety of interpretations such as history books, museum displays and historical novels
Identifying differences between simple interpretations.	Explaining differences between interpretations
Awareness that our knowledge of the past depends upon evidence	Ability to see how deficiencies in evidence influence interpretations
Ability to understand that there can be different versions of what happened in the past	Ability to assess the accuracy of interpretations by reference to prior knowledge of the subject matter

## HISTORY GUIDELINES

### Chronology

Developing a sense of time enables us to place ourselves in a range of contexts - family, community, nation, Europe, etc. It helps us to see our place in the span of human history.

### Reception

#### Related Vocabulary

#### 1. Myself

Children bring in photographs of themselves as a baby and a recent photograph. Class can discuss differences between babies and 4 or 5 year olds. children can make a class book to illustrate the differences they have identified.

young  
before  
after  
now

#### 2. Sequencing Pictures

Children should be asked to sequence pictures from stories. This activity could be made more complex by increasing the number of pictures and by developing the plot and characterisation in the story so that it becomes more complex.

first, last,  
before, after,  
beginning,  
middle, end

#### 3. My Day

Children could sort pictures under headings, e.g. what happens during the day, what happens at night? They could talk about what happens at different times of the day and make picture books to show this.

morning  
afternoon  
night-time

#### 4. Our Day/Week

Children could talk about what happens on different days in school. They could make charts showing activities which happen on different days.

o'clock,  
hours,  
yesterday,  
today,  
tomorrow,  
days of week

### Year 1

#### 1. People of different ages

These activities extend child's understanding of change over time from themselves to other people. These can include:

- sequencing pictures of babies, school children, young adults, middle aged and old people
- sequencing objects belonging to people of different ages, e.g. a babygro, skipping rope, shoes
- matching objects to people, e.g. drawing an object out of a bag, discussing it and matching it with a picture of a person of the right age, such as babygro to baby.

Old, young,  
before, after,  
older,  
younger

#### 2. Seasons: timeline of seasons

Draw pictures showing what happens at different seasons. Sort pictures of the seasons and relate these to the months of the year. poems, songs and stories could be used to extend children's ability

Spring,  
Summer,

to describe what happens at different times of the year. Children could investigate how festivals linked with seasons, e.g. Christmas, were celebrated in the past.

Autumn,  
Winter

### 3.A Year: months of the year timeline

Class could make a graph or chart showing the number of birthdays in each month. This might be used to answer questions. Children could discuss what happens at different times of the year e.g. holidays, Easter, Christmas, Divali. Children could make circular cards to show what happens in particular months.

Months of the  
year, this  
year, next  
year

## **Year 2**

### 1. My Life

Children could bring in photos of themselves aged 1, 2, 3, 4, 5, and 6. Sequence the photographs and create a zig-zag showing how they have grown up. Sequence toys from different stages in their lives. Children could try sequencing each others photographs or artefacts, as well as their own. Talk about what they remember about when they were younger. Children could be asked to sort pictures of children of different ages and create a timeline using the photographs.

The past, ago,  
remember,  
event,  
memories,  
before, after,  
earlier, later,  
most recent

### 2. Living Memory: generations

Children compare photos of themselves and a parent at an early age (2 or 3). Discussion should be focused on the idea of generations and the passage of time, e.g. how old are the two children, are they still that age? Children then talk about the age of the photograph, e.g. which is older, which was taken first, how do you know? Extension: use toys which are linked to the people in the photographs. By investigating the childhood of both parents and grandparents, children can be taught to make two jumps back into the past.

Now, then, in  
the past, long  
ago

### 3. Learning about the recent past: decades

Children can begin to develop an understanding of decades by ordering pictures of themselves and members of their family. Start by ordering photos of themselves at different ages using a timeline going backward from present. Above each photo children write their age. Add photos of siblings to timeline. Extend by using photos of parents and grandparents at different ages.

Decade, past,  
present

## KEY STAGE 2

Questions concerning Chronology:

Which comes in the middle of the story?

Which is old/new, oldest/newest?

Does this come before the Victorians? A long time before?

Did Ancient Egypt last longer than Tudor times?

Is this Tudor or Victorian?

How does this relate to other events studied?

We want children to think about duration.

e.g. How long did this last?/did it take?

How long was, e.g. Henry king?

Which of Henry's wives lasted longest?

A summary view of progression in chronology.

<b>ELEMENTARY</b>	<b>CHALLENGING</b>
Simple sequencing of events or objects - same nature or function	More complex sequencing - across and within periods, differing natures and functions
Developing the appropriate language: before/after. old/new	Handling more complex language: ancient, modern, century, decade, Tudor, Victorian
Sorting the odd one out - picking an obvious red herring	Sorting more sophisticated anachronisms
Matching objects then and now	Sorting and matching objects, development, people by periods
Understanding duration - eg forms of transport which have been used longer	Understanding duration of periods/overlapping developments, eg Celts and Romans

Practical activities for developing a sense of time.

### **Fun activities for our history timebox**

1. **Find the pair.** Cards with pictures of famous events from 4 different periods are laid upside down. Pupils have to turn one over and then find one that makes a period pair. They have to remember the cards but also have to know which is which. A small identification mark in the corner helps pupils self-mark.

2. **Anachronism pictures.** Pupils not only identify the ten deliberate mistakes in the picture but also attempt to research when the item came part of everyday life.

3. **Quiz time.** In pairs pupils think about time usually, but not necessarily, related to a period they have just studied. Would Victoria have met Nelson? Would we have

photos of Nelson? Would Nelson have gone by train? Would he have rung his wife to say the battle was not going well? If not how would he have communicated?

4. **Happy families.** Which objects belong to which person/group?

5. **Spot the deliberate mistake.** Text relating to famous event contains anachronistic detail which has to be spotted.....against the clock. Can pupils find all the timeslips in 2 minutes?

6. **Call my bluff.** Best if it's an object but can be a picture. Pupils in threes have to think of two plausible alternatives to the true explanation/definition they are given. Another group of three have to guess who is telling the truth. Good for speaking and listening in too!!

7. **Film set problems.** Pupils are given a picture of a location shot to be used for a film about life in the 1930's. Pupils have to identify the 6 objects that have to be removed before the cameras can film e.g. satellite dishes, modern telephone kiosks, house with modern extension, modern parked car, modern road sign, shop advert for mobile phones etc. Templates exist in books like History Puzzles which can easily be added to.

## HISTORY GUIDELINES

### Range and Depth of Historical Knowledge and Understanding

#### Using Stories to find out about Aspects of the Past (KS1)

Activities based on stories allow children to explore why things happened and the consequences of events and actions.

The ability to retell a story, and thereby to decide on which parts are significant, is a starting point which later work in history will extend.

Story can also be a starting point when looking at change. After sequencing a story children can be asked to identify what changed for individuals in the story.

As they progress children will also need to acquire background information from other historical sources and reference books.

#### Questions Concerning Features of Particular Periods - KS2

What was it like to live then?

What were the ideas and attitudes of people in.....?

How do the different features of life then relate to each other?

In what way(s) were things the same as/different from another period in the past?

In what way(s) were things the same as/different from now?

#### A Summary View of Progression in Work on Situations and Periods (KS2)

<b>ELEMENTARY - YEAR 3</b>	<b>CHALLENGING - YEAR 6</b>
Emphasis on comparisons between past and present and between different times in the past.	Detailed description of different features of past situations.
Ability to identify of avoid simple anachronism when talking about a time in the past.	Explanation of the relationship between the different features of a past-situation.
Basic understanding of the way people in the past had different ideas from people today.	Understanding that people in past societies had a whole range of views.
Ability to identify differences in sources from different periods.	Ability to draw together information from sources about the complexity of life in a past period.

#### Questions Concerning Reasons for/Results of Events etc.

Why did this happen?

Why did he/she behave in this way?

What were the effects of this action?

Why did this person take this decision?

Was/were there just on/two causes/results?

Are the causes linked in any way?  
Had the causes been building up for sometime?  
Was there one episode which triggered things off?  
Were some causes more important than others?  
Do textbooks all give the same causes today?  
What were the immediate results?  
What were the long-term results?

**Questions Concerning Key Element 2(c)**

In what ways are things the same as .....?  
In what ways are things different from .....?  
What was it like then?  
Why did some people living in the same period of history have different ideas?  
How was it different from today?  
How was it similar to the present?  
What changed?  
What remained the same?  
Why did this change but not that?

## **HISTORY GUIDELINES**

### **Historical Enquiry**

#### **Working with Artefacts in the Classroom**

Children should become accustomed to asking questions, such as the following:-

##### Description

How does it feel? (texture, temperature, weight)  
What does it look like? (shape, colours, size, decoration/markings...)  
What do you think it is made of? (wood, metal, plastic, fibre.....)  
How do you think it was made? (hand-made, mass produced.....)  
Do you think it has been used? (signs of wear, repair....)  
It is genuine? (KS2)  
How old do you think it is? (KS2)

##### Use/function

What do you think it was used for? (playroom, kitchen, garden.....)  
Who might have used it? (child, servant, labourer, driver)  
When do you think it might have been used? (time of day, occasion....)  
Do we have anything like it today? (KS2)

##### General

Would there have been many/few of these? (related to function)  
Would it have been valuable? (based on materials, complexity)  
What do you think the object can tell us about the people who made it? (life style, skills, interests, occupation....)  
What do you think the object can tell us about the period in which it was made? (nature of society, hierarchies, for example in domestic service or at work....)  
Is it valuable today (KS2)

Children should be encouraged to give reasons for their answers. At KS2 it is important that children proceed to locate artefacts explored within the historical context they are studying. This should involve discovering how the object was used, either through written or pictorial sources.

#### **Using Pictures and Photographs**

It is important to ensure that children become familiar with asking questions about pictures/photographs, such as the following:-

What do you think the picture/photo is about?  
Where do you think the photograph was taken?  
When do you think the picture was painted or the photograph taken?  
What can the picture/photograph tell us about life at the time?

What is similar/different to life today?

Consider why a particular photo/picture was taken/drawn or painted. What effect does this have on our ways of using it as evidence? (KS2)

### **Adults Talking about Their own Past (KS1)**

Adults talking about their own past can make history come alive. 'Adults talking about the past' does not always mean very old people talking about famous events, it can also mean teachers/parents describing their childhood; a former pupil describing how the classroom has changed etc.

People will provide much more information if they have prompts to help them remember events and times - old photos, music artefacts etc. One approach is to give children some of these in advance and ask them to formulate questions about them - the visitor becomes the expert who can, for example, describe how a household appliance was used or what a photograph shows.

When preparing for an interview it can be helpful to see if children can find questions which cannot be answered by a simple yes or no.

### **Written Sources (KS1)**

Children need as much structure as possible to help them organise their use of written sources. One simple technique is to provide them with a series of true or false statements for a written source. Children read the document, or have it read to them, and they indicate whether a particular piece is or is not contained in the source.

Another possibility is to give them a version of the source with the words removed. The children are asked what they can work out from the source about 'X'. They are then given the full version including the words and can see how much more information is provided by the writing.

Teachers can also read or tape extracts from different sources. A child may not be able to read the prose in an old newspaper but can compare it with a modern paper in terms of the use of photos, sizes of headlines, price and type of advertisements.

### **Documents and Printed Sources (KS2)**

There is an almost endless list of printed sources available. For example:-

- registers of baptisms/marriages
- census forms
- maps
- diaries, journals
- railway timetables
- street directories
- school log books
- newspapers
- posters

A number of different factors need to be considered when choosing material for classroom use:

- Children should find it interesting to read
- Striking and engaging language will be important
- A focus on difficult situations or decisions facing human beings will be another important factor
- The document should also lend itself to having short extracts taken from it which make sense on their own.

There are a number of ways of helping pupils read challenging sources quite successfully:-

- Read passages in to tape: children can then listen to a tape where the source has been clearly read, with appropriate pauses, stress etc. whilst following the written word
- Group stronger readers with weaker. It is important to try to ensure that weaker readers do not sit back and just listen
- Use caption cards/Use pictures/photos for matching to text. These both provide children with ways into text. Effective when used in conjunction with short extracts
- Differentiate by material: Sources vary in difficulty both from one to another and also within a particular source. Hence, children can be working on a similar task but using simpler text or a short extract
- Use word bank and/or glossary
- Make considered and limited amendments to sources
- Use computer to present large, clear text.

### **Building and Sites**

Using buildings and sites to investigate the past can give children a sense that the past was real and thus stimulate their imagination.

Children should become familiar with asking questions about buildings, such as the following:-

Why might it have been built there? (availability of building material, water supply, defence.....)

Why do you think it was built this size? (cost of materials, wealth of people who used the building, size of family.....)

Why might it have been built this shape? (relation to function, tradition)

Why do you think it has this layout? (function, use, number of and status of people who lived there.....)

Why do you think it looks like this? (Why this height? Why these windows and doors? Why this form of decoration?.....)

How useful is a particular site/building for the children's enquiries? What are its strengths and limitations? (KS2)

### **A Summary View of Progression in the Use of Sources at KS2**

<b>ELEMENTARY - YEAR 3</b>	<b>CHALLENGING - YEAR 6</b>
Extracting obvious information from a simple source	Drawing together information from several demanding sources
Paraphrasing information found in a source	Making deductions from clues found in sources
Understanding whether sources are relevant	Understanding whether sources are trustworthy
Understanding the details found in an individual sources	Relating the details of sources to background knowledge of a topic