



‘Living Life to its Fullest; Making a Difference Along the Way’

Rivington Foundation Primary History Policy

2022-23

Name of the History Subject Leader: Sarah Annette

At Rivington Foundation Primary school we follow the National Curriculum Programme of Study for History.

The following information is based on the NC PoS and the Early Years Foundation Stage (EYFS) Statutory Framework (March 2021)

A full version of the National Curriculum Programme of Study for History can be viewed at <https://www.gov.uk/government/publications/national-curriculum-in-england-history-programmes-of-study>

The Early Years Foundation Stage (EYFS) Statutory Framework (March 2021) can be viewed at:

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

School uses the CUSP History as a means of delivering the National Curriculum to our pupils.

Principles

CUSP History draws upon prior learning, wherever the content is taught. For example, in the EYFS, pupils may learn about the past and present through daily activities, exploring through change, and understanding more about the lives of others through books and visitors as well as their own experiences. These experiences are drawn upon and used to position new learning in KS1.

The structure is built around the principles of advancing cumulative knowledge, chronology, change through cause and consequence, as well as making connections within and throughout periods of time studied.



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CUSP History is planned so that the retention of knowledge is much more than just ‘in the moment knowledge’. The cumulative nature of the curriculum is made memorable by the implementation of Bjork’s desirable difficulties, including retrieval and spaced retrieval practice, word building and deliberate practice tasks. This powerful interrelationship between structure and research-led practice is designed to increase substantive knowledge and accelerate learning within and between study modules. That means the foundational knowledge of the curriculum is positioned to ease the load on the working memory: new content is connected to prior learning. The effect of this cumulative model supports opportunities for children to associate and connect with significant periods of time, people, places and events.

CUSP History strategically incorporates a range of modules that revisit, elaborate and sophisticate key concepts, events, people and places.

A guiding principle of CUSP History is that pupils become ‘more expert’ with each study and grow an ever broadening and coherent mental timeline. This guards against superficial, disconnected and fragmented understanding of the past. Specific and associated historical vocabulary is planned sequentially and cumulatively from Year 1 to Year 6. High frequency, multiple meaning words (Tier 2) are taught alongside and help make sense of subject specific words (Tier 3). Each learning module in history has a vocabulary module with teacher guidance, tasks and resources.

CUSP fulfils and goes well beyond the expectations of the National Curriculum as we believe there is no ceiling to what pupils can learn if the architecture and practice is founded in evidence-led principles.

Purpose of studying History:

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain’s past and that of the wider world. It should inspire pupils’ 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. History helps pupils to understand the complexity of people’s lives, the process of change, the diversity of societies and relationships



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between different groups, as well as their own identity and the challenges of their time.

Aims:

Our history teaching aims to ensure that all pupils:

- know and understand the history of the British Isles as a coherent, chronological narrative, from the earliest times to the present day
- know and understand significant aspects of the history of the wider world including the nature of ancient civilisations
- gain and use a wide range of historical terms and vocabulary
- understand historical concepts such as: continuity and change, cause and consequence, similarity, difference and significance.
- use historical concepts to make connections, draw contrasts, analyse trends, ask historically valid questions and create their own structured accounts, including written narratives
- understand the methods of historical enquiry, including how evidence is used to make historical claims
- gain historical perspective by making connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales

Attainment targets / Assessment

The National Curriculum states that:

‘By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant (History) programme of study.’

A range of different assessment approaches are used together to assess pupils’ knowledge. Formative assessments are designed to identify gaps in pupils’ knowledge of specific content and concepts. Teachers draw valid inferences from formative assessment and can therefore meaningfully identify and address gaps in pupils’ knowledge.



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Children’s attainment is assessed and recorded at the end of each year using the End of Year Expectations (see separate document). This is used in conjunction with the Lancashire Key Learning document (progression in knowledge, skills and understanding.)

Subject content

EYFS (Past and Present Early Learning Goal)

Children at the expected level of development will:

- Talk about the lives of the 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;
- Recall some important narratives, characters and figures from the past encountered in books read in class.

Key stage 1

- Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.
- They should 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 should use a wide vocabulary of everyday historical terms.
- They 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.
- They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Pupils should be taught about:

- changes within living memory – where appropriate, these should be used to reveal aspects of change in national life *e.g. the Queen’s 90th Birthday, Remembrance Day*
- events beyond living memory that are significant nationally or globally *for example the Great Fire of London*
- 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 . *E.g:*



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- *Female scientists such as Marie Curie and Mary Anning (Y1)*
- *Caxton and Tim Berners-Lee linked to the development of new technologies (Y2)*
- significant historical events, people and places in their own locality

The sequence in KS1 focuses on young children developing a sense of time, place and change. It begins with children studying Changes within living memory to develop an understanding of difference over time within concrete experiences of their lives. This chronological knowledge is foundational to the understanding of change over time.

Pupils study the Lives of significant individuals, focusing on David Attenborough and Mary Anning. Chronology and place in time steers the understanding of the context in which these significant individuals lived. Terms such as legacy are introduced and used within the context of each study. This study is revisited and enhanced by studying the Lives of further significant individuals, including Neil Armstrong, Mae Jemison, Bernard Harris Jr and Tim Peake.

In KS1, pupils study local history through significant events, people and places. The locality is further understood by knowing about the places, the buildings, the events and the people that tell a story of the past.

Events beyond their living memory. Here, pupils draw upon early concepts of chronology and connect it to more abstract, but known, events in the past focusing on the Great Fire of London.

There are further opportunities for pupils to revisit and retrieve prior learning with a focus on ‘Events beyond living memory’. Connections, where relevant, are made to wider studies, such as the Great Fire and the history of the school.

Key stage 2

Pupils should 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 should

- note connections, contrasts and trends over time and develop the appropriate use of historical terms;



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- regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance;
- construct informed responses that involve thoughtful selection and organisation of relevant historical information;
- understand how our knowledge of the past is constructed from a range of sources.

Lower KS2

In lower KS2, pupils study the cultural and technological advances made by our ancestors as well as understanding how historians think Britain changed throughout the Stone, Bronze and Iron Ages. Archaeological history guides us to know how early humans were creative, innovative and expert at surviving in changeable environments. Having an in-depth understanding of Iron Age Britain offers solid foundations for the study of how Rome influenced Britain. This foundational knowledge is built upon and used to support long-term retrieval to contrast culture and technology. Pupils are able to draw upon prior understanding to support and position new knowledge, therefore constructing much more stable long-term memories. Substantive concepts such as invasion, law, civilisation and society are developed through explicit vocabulary instruction, another central component of CUSP.

Studies of how Britain was settled by Anglo-Saxons and Scots gives a focus on cultural change and the influence of Christianity. Pupils study how powerful kings and their beliefs shaped the Heptarchy of Anglo-Saxon Britain.

CUSP also focuses on the Struggle for throne of England through a study of the Vikings, their origins, conquests and agreements with English Anglo-Saxon kings to settle and dwell in the region known as Danelaw.

Upper KS2

Later in KS2, knowledge of Anglo-Saxons is revisited and used to connect with a study of the Maya civilisation. The study compares advancement of the Maya culture and innovation to that of the Anglo-Saxons around c.AD 900. Here, location, settlement, people, culture and invention are compared and contrasted.



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Pupils also study Significant monarchs after 1066. Five kings and queens are a focus of a depth study and comparison, drawing on their beliefs, actions and understanding their legacy. This chronological study revisits known periods of time and introduces new content and monarchs.

Ancient history, such as the achievements of the earliest civilisations - Ancient Egyptians and the study of Ancient Greek life and achievements are also studied learning about their influence on the western world. The understanding of culture, people and places are central to these studies. CUSP History connects these studies with prior knowledge of what was happening in Britain at the same time. The effect of this is to deepen and connect a broader understanding of culture, people, places and events through comparison.

Recent history, such as the Battle of Britain for example, is studied in the context of how conflict changed society in the Second World War. Modern history is also studied through units such as the Windrush Generation. Knowing about slavery, Caribbean culture and the injustice of the past enlightens pupils to understand why events happened and how these pioneers faced racism, discrimination and prejudice. PSHE and SMSC are vital components of the history curriculum - challenging racism and prejudice in all its forms. This is an integral feature of CUSP that spotlights the lessons we can learn from the past.

In planning to ensure the progression described above through teaching the British, local and world history, 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 should be taught about:	In which year at our school?
1 Changes in Britain from the Stone Age to the Iron Age	Year 3/4
2 The Roman Empire and its impact on Britain	Year 3/4
3 Britain’s settlement by Anglo-Saxons and Scots	Year 5/6
4 The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	Year 5/6



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5 A local history study	Year 3/4 and Year 5/6
6 A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	Year 3/4 and Year 5/6 The Cotton Industry Lancashire and the Slave Trade The Tudors Crime and Punishment
7 A study of the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.	Year 4 Ancient Egypt.
8 Ancient Greece – a study of Greek life and achievements and their influence on the western world.	Year 5/6
9 A non-European society that provides contrasts with British history – <u>one study chosen from:</u> early Islamic civilization, including a study of Baghdad c. AD 900; Maya civilisation c. AD 900; Benin (West Africa) c. AD 900-1300.	Year 5/6 The Maya

See NC Programme of Study for more details/ideas of what could be covered in each theme.

Teaching and learning style

History teaching 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 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. 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.

We recognise that in all classes children have a wide range of ability in history, and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:

- setting tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty;



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- providing resources of different complexity, depending on the ability of the child;
- using teaching assistants to support children individually or in groups.

Emphasis is placed on the development of skills and a historical perspective alongside factual knowledge. A variety of teaching approaches are used:

- Teacher presentations, role play, drama, storytelling.
- Question and answer sessions, discussions and debates. Individual and group research.
- Investigating artefacts and sources of evidence.
- Fieldwork, and visits to museums and sites of historic interest.
- Drama groups and guest speakers.

Promoting key skills through history

Through our teaching of history, we provide opportunities for pupils to develop the key skills of e.g. communication, application of number, co-operation, improving learning and performance, problem solving and thinking skills.

History curriculum planning

We use the National Curriculum scheme of work as the basis for our planning in history, but we have adapted this to our local context, building on the successful units of work already in place. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit, and we plan progression into the scheme of work, so that the children are increasingly challenged as they move through the school.

We carry out curriculum planning in history in three phases (long term, medium term and short term). The class teacher writes the lesson plans for each history lesson (short-term plans). These plans list the specific learning objectives and expected outcomes for each lesson. The class teacher keeps these individual plans, although he or she and the subject leader often discuss them on an informal basis.

Cross-curricular opportunities

Staff are encouraged to develop cross-curricular links with history and other subjects to provide a relevant and meaningful curriculum for pupils:



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- **English:** History contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Children develop oracy through discussing historical questions, or presenting their findings to the rest of the class. They develop their writing ability by composing reports and letters, and through using writing frames.
- **Mathematics:** The teaching of history contributes to children’s mathematical understanding in a variety of ways. Children learn to use numbers when developing a sense of chronology through activities such as creating timelines and through sequencing events in their own lives. Children also learn to interpret information presented in graphical or diagrammatic form. They also study different number systems from past cultures, e.g. Roman numerals.
- **Spiritual, moral, social and cultural development (SMSC):** In our teaching of history we also contribute to the development of the children’s spiritual, moral, social and cultural understanding by looking at the establishment of multicultural Britain and the moral implications of the actions of historical figures. Children are therefore provided with many opportunities to discuss moral questions (see SMSC Policy, Equality and Race Equality Policy).
- **Computing:** Wherever appropriate we use computing to enhance our teaching of history. The children use ICT in a variety of ways, such as word-processing, finding information on the Internet and presenting information through PowerPoint. They make creative use of the digital camera and iPods to record photographic images.

Responding to pupils’ diverse learning needs

At our school we teach history to all children, whatever their ability and individual need. This is in accordance with the school’s curriculum policy of providing a broad and balanced education to all children. Through our history teaching we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, new arrivals and those learning English as an additional language, and we take all reasonable steps to achieve this. Teachers’ planning will set high expectations and provide opportunities for all pupils to achieve, so that everyone can take part in lessons fully and effectively. Teachers will take specific action to respond to pupils’ diverse needs.



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We believe that the CUSP curriculum architecture, that is built around retrieval practice and spaced retrieval practice, combined with evidence led teaching and generative learning tasks that are appropriately scaffolded.

Support staff play a vital role in universal quality first teaching. The principles of instruction, vocabulary teaching and generative learning tasks are universal in a school. All staff should be using and deploying these research-facing strategies.

Health and safety

We enable all pupils to have access to the full range of activities involved in learning history. Where children are to participate in activities outside the classroom, teachers should be aware of health and safety issues. Risk assessments are undertaken prior to activities, to ensure that they are safe and appropriate for all pupils. Before undertaking a field trip, teachers are encouraged to visit the proposed area of study and fill in a risk assessment form. Further information can be found in the Health and Safety Policy and Educational Visits Policy.

Child protection

See separate Child Protection Policy for further information.

Assessment for learning and assessment of learning

The knowledge, skills and understanding in the programmes of study identify the aspects of history in which pupils make progress:

- Children demonstrate their ability in history in a variety of different ways.
- Teachers will assess children’s work by making informal judgments during lessons.
- On completion of a piece of work, the teacher assesses the work and uses this information to plan for future learning.
- Written or verbal feedback is given to the child to help guide his or her progress.
- Children are also encouraged to assess their own learning and make judgments about how they can move their learning forward.
- At the end of each year, the teacher makes a summary judgement about the work produced. In order to assist these judgements, teaching staff are provided with a skill assessment sheet which, when completed, indicates the



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children who have met, have not met or have exceeded age-related expectations for that historical focus. We use this teacher assessment as a basis for

All the evidence points towards feedback being most impactful as near to the point of learning as possible. That is why the 6 phases of a lesson allows teachers the space to listen, watch and interact to intelligently give feedback at the point of learning.

In summary, feedback should pay attention to these three questions:

1. Does feedback provide CLARIFICATION?
Are pupils on the right track? If they are not, do they know how to improve?
2. Does feedback provide SOPHISTICATION?
Do pupils get the opportunity to elaborate and respond to challenges, regardless of starting points?
3. Does feedback MOTIVATE?
Do pupils recognise and act upon the feedback through verbal comments and marks that teachers and support staff make? Do they see themselves as part of the learning process, rather than just being done to?

Making notes of these iterations is never at the expense of quality teaching. Teachers and support staff can summarise notes about the lesson, who stood out, who needed support can be brief and simple.

Feedback, quizzes, thinking hard tasks and structured assessment tasks all contribute towards the bigger picture of how well pupils retain and remember the content.

Role of the subject leader

Monitoring of the standards of children’s work and of the quality of teaching in history is the responsibility of the history subject leader. The work of the subject leader also involves supporting colleagues in their teaching, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.

Thinking Hard Routines:

CUSP supports ‘Thinking Hard’ Routines. We believe that ‘Thinking Hard Routines’ support the formation of long-term memory. This includes our ‘Teach – Task – Teach – Task’ model which ensures that the working memory is not overloaded.



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Headlines for 6 phases of a lesson:

Each lesson should follow a 6 phases process of delivery.

Connect	Explain	Example	Attempt	Apply	Challenge
Retrieval	Instruction		Deliberate practice	Guided or independent practice	Integrate
Connect prior learning	My Turn	Worked examples	Our turn	Your turn	Sophisticate through retrieval, explanation,
Connect to concept and Big Idea	Explicit vocabulary instruction	Full or partially completed diagrams	Allows for misconceptions to be identified		Sophistication through self-questioning
Position learning within KO			Feedback given at the point of learning		Summarise using 'I know and I think' statements

Elaboration of the 6 phases of a lesson

Connec	Explai	Examp	Attempt	Appl	Challeng
<p>Make Connections with previous learning through questions, quizzes, two things, give one and get one routines.</p> <p>Position and frame substantive concepts in context of this learning using Big Ideas map.</p> <p>For example, the concept of LIGHT connects to the SCIENCE domain of PHYSICS and the importance of understanding that LIGHT is made of waves that help us communicate.</p>	<p>Focus the learning question to help pupils attend.</p> <p>Introduce essential vocabulary in the context of the lesson.</p> <p>Use vocabulary modules and scripts to introduce new words.</p> <p>Be efficient with words and clear with explanations.</p> <p>RECEPTIVE LANGUAGE DEVELOPMENT</p>	<p>Make worked examples really explicit.</p> <p>Use diagrams, images, videos, artefacts to help articulate the content.</p> <p>Reduce number of slides on interactive boards.</p> <p>Use My Turn boards to capture the core content by writing on flip chart paper and hanging it up.</p>	<p>USE WHAT YOU KNOW</p> <p>Pupils practically have a go at selecting and organising the content you have taught them.</p> <p>DELIBERATE PRACTICE</p> <p>Develop receptive and expressive language. This enables pupils to rehearse and make sense of the learning.</p> <p>FEEDBACK – a great opportunity to Diagnose, Intervene and Evaluate (Hattie) the learning taking place.</p>	<p>SHOW WHAT YOU KNOW</p> <p>Use teacher books to model page layout using double page spreads.</p> <p>Use CUSP Thinking</p> <p>Hard routines to help pupils explain and connect their learning.</p> <p>Use and apply vocabulary all the time. Make it unmissable and irresistible.</p> <p>Increase productivity through CUSP</p> <p>Hexagon pathways to explain content.</p>	<p>DEEPEN WHAT YOU KNOW</p> <p>Quizzes to increase the retrieval practice effect.</p> <p>Self-questions to develop richer knowledge of the content.</p> <p>Two things</p> <p>Blank hexagon pathways</p> <p>Open word paths</p> <p>Partial word paths</p> <p>Closed word paths</p>



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The study of the past - learning about people, places, events and changes – Creating long-lasting knowledge in the long-term

1. Substantive knowledge - this is the subject knowledge and explicit vocabulary used about the past. Common misconceptions are explicitly revealed as non-examples and positioned against known and accurate content. Misconceptions are challenged carefully and in the context of the substantive and disciplinary knowledge. In CUSP History, it is recommended that misconceptions are not introduced too early, as pupils need to construct a mental model in which to position new knowledge.

We have defined substantive concepts that are the suggested vehicle to connect the substantive knowledge. These are defined at the start of every study in the Big Idea.

BIG IDEAS - SUGGESTED SUBSTANTIVE CONCEPTS					
Community	Knowledge	Invasion	Civilisation	Power	Democracy
<p>This gives us a focus on a large group of people living in a place.</p> <p>↓</p> <p>This can be within a large area, such as the community of people during the Great Fire of London or the Windrush Generation.</p> <p>↓</p> <p>It can also be the evolving communities of the people in Palaeolithic, Mesolithic and Neolithic times.</p> <p>↓</p> <p>Community can also be the people affected in World Wars.</p>	<p>This gives a focus on the difference knowledge makes to people.</p> <p>↓</p> <p>ation of pe knowledge y, such as led to a cl people liv</p> <p>↓</p> <p>Ige brings change.</p> <p>↓</p> <p>seen ough the</p> <p>↓</p> <p>gence of gn ions, such ent Egyptian</p> <p>↓</p> <p>also be the ge and inve he Maya o Greeks.</p> <p>↓</p> <p>This can b</p>	<p>Taking over another country or region with an armed force.</p> <p>↓</p> <p>Hitler's iniquitous beliefs led him to invade Poland and France.</p> <p>↓</p> <p>Invasion is a substantive concept throughout history.</p> <p>↓</p> <p>It can mean a small-scale forceable take-over of a village or town, or in the larger scale of a city-state or country.</p>	<p>A large group of people who follow similar laws, religion and rules.</p> <p>↓</p> <p>Larger than a community.</p> <p>↓</p> <p>Great civilisations have cities, architecture, laws, culture and art.</p> <p>↓</p> <p>Ancient Egyptians, Greeks and Maya were great civilisations.</p> <p>↓</p> <p>They advanced their society through knowledge and power.</p>	<p>The power to advance technology, architecture and the arts. or the power over people and places.</p> <p>↓</p> <p>Power to build The Parthenon, great theatres and the Lighthouse at Alexandria.</p> <p>↓</p> <p>Power struggle: Athens vs Sparta or Anglo-Saxons and Vikings.</p> <p>↓</p> <p>Kings, queens and leaders used power to achieve their goals, such as Queen Victoria and her desire to rule an Empire.</p> <p>↓</p> <p>Alexander the Great unified power in Ancient Greece.</p> <p>↓</p> <p>War with the Persians.</p>	<p>A form of government voted people for by the people.</p> <p>↓</p> <p>ocracy has many fo through time.</p> <p>↓</p> <p>Ancient Greece, cert Athens could vote, wasn't a true demo</p> <p>↓</p> <p>mocracy hasn't alw been equal.</p> <p>↓</p> <p>ocracy today is typi represented by a rnment who are the majority of pec that country. oted</p> <p>↓</p> <p>opposite to democ tatorship or tyrann leadership.</p>



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SUGGESTED DISCIPLINARY KNOWLEDGE – THINKING AS A HISTORIAN

Structured and relevant enquiry that sets pupils on a historical quest. Each knowledge note has a learning question that gives the pupils the opportunity to attempt and apply their understanding of the substantive knowledge (what pupils KNOW) in a disciplinary way (what pupils DO). These cumulate towards a more expert understanding of the big idea.

Chronology	Cause & consequence	Change & continuity	Similarity & difference	Evidence	Significance
<p>The science of time</p> <p>How events and significant people are placed in time.</p> <p>Chronological order means to place people or events in a sequence which represents the passing of time.</p> <p>Use time related words, such as before, during and after.</p> <p>BC = Before the birth of Christ. Also known as BCE = before the common era.</p> <p>AD = Anno Domini (the number of years after the death of Christ).</p> <p>Also known as CE = common era.</p> <p>There is no year 0, only 1 BC and AD 1.</p>	<p>The reason and result of the things that happened in history</p> <p>Causation is about why events occurred and situations happened.</p> <p>How ideas connect and interrelate.</p> <p>Grouping causes into categories, such as personal belief, military action, economic drivers or deliberate acts.</p> <p>Causation is best used to think historically when the narrative of the study is secure and the big ideas are coherent, such as significant people, places, events and time.</p> <p>Consequence is the result of the cause.</p>	<p>How key people, places and events changed or stayed the same over time</p> <p>How much really changed over and across time?</p> <p>What kind of change was occurring? Was it social, military, economic?</p> <p>Pace and process: how quickly did things change? Lee, P. (2005) recommends stopping pupils thinking of historical change like a volcano - instant and destructive.</p> <p>Continuity</p> <p>Latin: <i>continuitatem</i> = a connected series. What remained the same?</p> <p>What factors were the same? Trade? Ideas of race?</p>	<p>Similarity</p> <p>Compare similarities at the same time - what stayed the same and why?</p> <p>For example, you could compare Athens and Sparta at the same time.</p> <p>Difference</p> <p>Compare difference at the same time - what was different between people and places - why was that?</p> <p>For example, you could examine the beliefs of Nazi Germany and the allies.</p>	<p>How we know about the past</p> <p>A source presents a viewpoint, position angle or bias from the time it was created.</p> <p>Unwrapping a source tells pupils more about the attitudes, beliefs and culture of that time.</p> <p>Relics can be used and are sources</p> <p>objects, artefacts and architecture don't carry a conscious testimony (Adapted from Ashby, 2017).</p> <p>Primary sources</p> <p>original documents, images or artefacts that provide a first-hand testimony to help inform the related study.</p> <p>Secondary sources</p> <p>books and articles about a study that may not have been created at the time.</p>	<p>Why people, events and ideas are important in our studies</p> <p>The choice to study certain people and events because of their importance over time.</p> <p>Latin: <i>significare</i></p> <p>to make signs or point out.</p> <p>Significant people and events are chosen by others to tell a historical narrative.</p> <p>Why have they been chosen? What is significantly good or bad about these people and events?</p> <p>Also consider 'silences'</p> <p>(the not told history) as an opposite and equal to significance. (Trouillot and HA 181, 2020)</p> <p>What stories were not told or are now emerging, such as the Windrush generation.</p>

Resources:

Make a list here including books, websites and apps for each year group.

Lancashire Archives - email: archives@lancashire.gov.uk

Mario - Lancashire County Council's online map-based resource tool.

<http://mario.lancashire.gov.uk/agsmario/>

Lancashire County Council's Archaeology Service.

<https://www3.lancashire.gov.uk/environment/oldmap/>

Historical Association for key information, schemes of work and other resources.

<https://www.history.org.uk/>

Historical maps and links with geography <http://digimapforschools.edina.ac.uk>

Google Street View. <https://www.google.com/streetview/>



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This policy will be reviewed every two years.

Contact skenyon.lancsenglish@outlook.com for further information.

Signed: Chair of Governors

Helena Kewley

Date: 31/11/2022

Review date: 31/11/2023