

# How we teach History at Tudor School

**TUDOR PRIMARY SCHOOL**

Summer 2022

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## Mission Statement

**Together we create a happy and caring community where all our children love to learn and want to achieve**

### **Intent**

At Tudor Primary school, we see the importance of teaching history beginning in EYFS (Early Years Foundation Stage) through to UKS2 (Upper Key Stage Two). We believe it is essential for the children, as historians, to build on their own personal historical enquiry and that will be driven by the bespoke teaching of this subject.

This document will draw together the approach we take, as a school, to ensure the development of our children's historical knowledge through the ages whilst advancing on their historical enquiry. This is in conformity with the 2014 National curriculum and the school's thematic teaching of History, which is planned through a thematic approach closely linked to the National Curriculum. High quality teaching is carried out within Tudor Primary school, providing superlative opportunities for pupils to access all areas of the History curriculum. History enables children to understand the complexity of people's lives, the changes that have occurred as well as their own identity and historical enquiry that grows within each individual child.

***'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.'***

***National curriculum (2014)***

### **Aims:**

- Know and understand significant aspects of the history of the wider world.
- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and to be able to use them to make connections, draw contrasts, analyse, generate historically-valid questions and create their own structured accounts, including written narratives and analyses.
- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and recognise and find out how and why contrasting arguments and interpretations of the past have been constructed.
- Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history.

### **In Early years:**

At Tudor, we make reference to the 'Development matters' document, below are some objectives from the 'understanding the world' bracket - 'past and present' in particular, of which the EYFS team ensure is covered through both Nursery and Reception.

Development Matters Birth to three	Development matters three and four year olds:	Development matters children in Reception:	Early Learning Goal:
<ul style="list-style-type: none"> <li>Make connections between the features of their family and other families</li> </ul>	<ul style="list-style-type: none"> <li>Begin to make sense of their own life-story and family's history.</li> </ul>	<ul style="list-style-type: none"> <li>Talk about members of their immediate family and community.</li> <li>Name and describe people who are familiar to them.</li> <li>Comment on images of familiar situations in the past.</li> <li>Compare and contrast characters from stories, including figures from the past.</li> </ul>	<ul style="list-style-type: none"> <li>Talk about the lives of the people around them and their roles in society.</li> <li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>

## Implementation

### Planning, teaching and assessing History at Tudor

At Tudor, History is taught through a thematic approach – this way history has many opportunities to cross curricular with many other subjects and the teaching and learning process is fun and engaging.

Lessons are planned to engage and stimulate children to help them achieve their full potential. The links for the topic are strong and do not become tenuous, they focus on the importance of why we are teaching what we are teaching regarding History skills and understanding. The planning process is support by the Key Stage

curriculum maps and with the use of the statements from the ARE across the Curriculum document.

Coverage is then shown on each year group's termly curriculum map, which is also used

to show assessment of their history understanding by each class RAG rating the individual lessons by the use of highlighting and comments left [Assessment and Tracking Policy](#) This process also ensures that teachers are covering all areas of the History curriculum across each phase. In Key Stages 1 and 2, they follow a 2-year cycle, therefore programme of study for each year group is organised so that learning links to the theme for the term. The purpose of this is to provide a stimulating and contextual focus for the children to develop their knowledge, skills and understanding in History.

Using historical language is key and teachers will encourage the use of correct Historical language during lessons and with the use of accurate resources and key words displayed in the classroom this will help reinforce this.

History	Pupils will develop a chronologically secure knowledge and understanding of British, local and world history. They will make connections, contrasts and trends over time and develop the appropriate use of historical terms. They will devise historically valid questions about change, cause, similarity and difference, and significance. They will use the understanding they have to respond to a range of questions. They will look at how the knowledge of the past is constructed from a range of sources.	Beyond 1066: Social History - Come and Punishment from the Anglo-Saxons to the Present Day. A change in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century	No specific history this term	Beyond 1066: a turning point in British history WW1 and WW2 a significant turning point in British History, for example, the first victory for the Battle of Britain	Roman Empire and its impact on Britain. This could include: Julius Caesar's attempted invasion in 55 BC • The Roman Empire in AD 43 and the power of its army • A successful invasion by Claudius and conquest, including Hadrian's Wall • British resistance, for example, Boudicca • Romanisation of Britain: sites such as Bath and the impact of technology, culture and beliefs, including early Christianity	An in-depth study of Ancient Egypt - the achievements of the earliest civilisations - an overview of where and when the first civilisations appeared and a deep study of Ancient Egypt	History
	Changes in Britain from the Stone Age to the Iron Age. This could include: Late Neolithic henge-gardens and early farms, for example Stonehenge • Stone Age religion, technology and travel, for example Stonehenge • Iron Age hill forts, tribal kingdoms, farming, art and culture	Britain's settlement by Anglo-Saxons. This could include: • Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire • Anglo-Saxon invasions, settlements and kingdoms: place names and village life • Anglo-Saxon art and culture • Christian conversion - Canterbury, Iona and Lindisfarne	A local history study the impact of WW1 and evocues from WW2 on Hemel Hempstead.				

Snip from LKS2 curriculum map – History section, which supports the planning.

With the use of feedback sheets [‘Feedback sheet policy’](#) this allows teachers to assess the success of the children during and after, when marking books. Assessment may be based on conversations had with pupils or questions answered during the teacher input that demonstrates their understanding and their use of the accurate historical language. The feedback sheets permit teachers to plan accordingly for future History lessons or given the chance to adapt immediately. Feedback will be given verbally, related to the notes made by the teacher on the feedback sheet, either during the lesson at hand, or at the beginning of the next History lesson. This will then be transferred to the class's individual termly curriculum overview with the RAG rating of the lesson taught followed by a comment. With the use of RAG rating on the termly overviews, this also highlights coverage and a reason as to why a lesson may not have been taught yet and if so, when will it be taught in the upcoming future. This also allows teachers to distinguish any areas that still need to be covered when teaching future History lessons. [‘Termly Curriculum Overview’](#)

With the overviews being a joint effort, not only with year partners but within phases, it allows consistency to be present throughout the two-year cycle and coincide the Tudor AFL policy, it allows future teachers to see what has previously been covered and what will need to be covered in the coming year. At the end of each term, summative assessments will be completed by teachers on Target Tracker for each individual pupil, which will be supported by the filled in feedback sheets and the RAG rating of the termly overviews.

***“It is really interesting how History can link in with so many other subjects such as Art, DT and Geography”***

***Year 5 pupil***

History topics naturally coincides with other subjects creating a cross curricular link, therefore this provides many opportunities for history skills to be revisited rather than focusing on them solely in a ‘history’ lesson. Guided reading and English is a great example of this as most often non-fiction texts are used to develop a further understanding on a specific event being taught and that will carry through for the remainder of the week.

3 14.09.20		<p><b>HA</b></p> <p>Children in the second world war p.12-17</p> <p><b>LA</b></p> <p>Exploring the second war p.12-13 The Blitz</p>	<p>Securing addition and subtraction mental fluency (4LS3)</p>	<p>L.O: To recognise that we need light in order to see things and that darkness is the absence of light.</p> <p>Sort different light sources. Link to blackout in WW2. Investigate which materials would make the best blackout curtains. Record findings and share.</p> <p>Vocab: Transparent, translucent and opaque.</p> <p>Target tracker (year3): Recognise that he/she needs light in</p>	<p><u>Air raids / The Blitz</u></p> <p>L.O: To learn about the characteristic features of the Blitz and which areas were most affected.</p> <p>Find and label key cities bombed during the Blitz on a map of the UK Discuss why these were targeted. Use newspaper articles and news reports to explore the impact.</p> <p>Target tracker: Use a variety of resources to</p>	<p>Create the final piece. Could use oil pastels or paints to create an orange skyline.</p> <p>Draw and cut out chosen skyline using black sugar paper - reflect on learning over past two weeks (the planning process)</p>	<p>Body</p> <p>L.O: To read, listen and respond to vocabulary. To demonstrate my understanding with actions.</p>	<p>To understand how some Hindus build their relationship with a specific deity.</p>	<p>L.O: To understand some of the ways emotions may affect our interactions with others.</p>
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(Is it right to fight termly overview)

See picture above, the highlighted section is the Guided Reading set for the week which is about the Blitz, you will be able to see that the Blitz will also be taught in the timetabled topic lesson, art lesson and Science lesson. With providing the opportunity to cross curricular History throughout the school week, this enhances the ability for children to gain sound knowledge and vocabulary related to the historical topic. Tudor do have a Curriculum Visions subscription, which supplies a wide range of non-fiction texts that link to our termly themes.

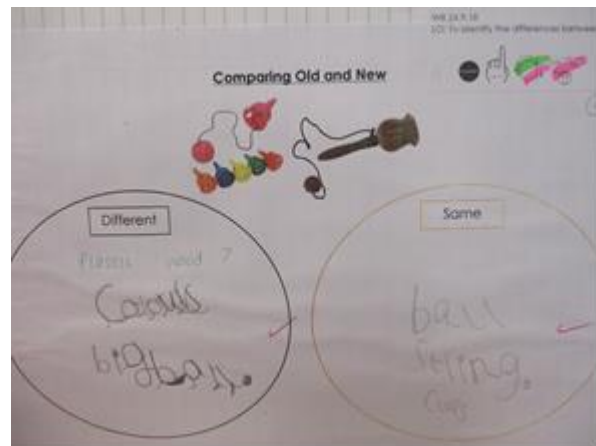


(Part of Curriculum Visions History non-fiction book selection)

Most often, when carrying out research on a topic, children have been known to collect their guided reading text to support them as they are also encouraged to use their new learnt knowledge when covering historical objectives across other subjects.



The process and understanding of Historical enquiry needs to begin at an early stage of the children's education therefore, it is vital that the children have the opportunity to ask and answer questions related to the time period that they are learning about and be given the opportunity to use various ways to conclude an answer to their question. For example, during the theme 'Homes under the Hammer' for changes during their living memory, children develop their similarities and difference skills by comparing 'old' houses (then) to 'modern' houses (now). This will also build on their own questioning using their 'simple' historical vocabulary for example "why does that house use candles instead of light switches?" They will be allowed the opportunity to explore this using various ways to find the answer.



***"I enjoy learning about the past because it's interesting to compare how people in the past would do things to how we do things now"***

***Year 2 pupil***

## **History in KS2**

In KS2, children continue to develop their chronological awareness.

In LKS2, at the beginning of a new historical theme the children will focus on placing important time events onto a working timeline that they will continue to build on throughout the topic. For example, in the Autumn term of 2020 the theme is 'Is it right to fight?' which explores the events and happenings of World War 2 and these will be places on a working timeline.

Children are able to use a range of resources, which are regularly updated, to develop a wider understanding of British, local and world History such as photographs, live interviews and local trips.

At Tudor, we believe that providing the children with memorable trips and visits stimulates and helps the children's understanding grow, as it leaves a real life imprint on the past. Pupils develop their knowledge and understanding on the local history as we have so many great experiences on our doorstep, such as the Verulamium, in St Albans, that LKS2 have had the opportunity to visit during the 'Up Pompeii' theme.

***"We visited St Albans to visit the Verulamium and have a hands on experience about the Romans and it is so close to home"***

***Year 4 pupil***

**“In year 3 we went on a school trip that was all about the WW2 period and this was really fun because it was a great experience. They had a real air raid shelter and rein acted bombs being blown up!”**

**Year 6 pupil remembering his Historical trip when in Year 3**

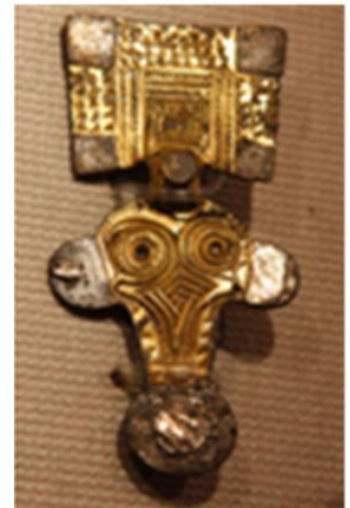
Children will expand on their Historical vocabulary to include words and definitions that link to the topic they are learning about for example, Cheiftain and trade that will be taught during the ‘Traders and raiders’ theme in UKS2 which focus on the history about Vikings.

**“I feel inspired to go to Norway because I really enjoyed learning about the Vikings and I found their way of life really interesting, and would love to see some of the historical places we talked about!”**

**Year 5 pupil**

Historical enquiry continues to be a main focus throughout

KS2. Children build on their inference and deduction skills, which has previously been achieved one particular way in LSK2 by observing artefacts closely and answering questions by using their prior and new learnt knowledge for example, see picture to the right, questions related could be:





(Decorated brooch from the Anglo-Saxon period worn by women to hold their dresses up)

<p>what do you think the object is? I think this object is a brooch because the top bit looks like you can fasten something onto that.</p>	<p>what do you think it would have been used for? I think it was used to look nice in religious meetings. I think that's because it looks fancy and I wear my sister's clothes in religious meetings.</p>	
<p>what was it made of? It is made from metal because it looks sturdy.</p>	<p>My Artefact</p>	<p>what can it tell us about Anglo-Saxon life? That they liked to look stylish. Also they liked patterns.</p>
<p>Close Sketch</p>		<p>Close Sketch</p>
<p>Any other observations It has lots of patterns and swirls. It also has different shapes on it.</p>		<p>where do you think the object was found? I think the object was found in a cemetery because it looks buried up.</p>

(Example of work produced by a Year 4 student to the right. (This resource was teacher made.)

‘What shape is the object? Why do you think it may be this certain shape? What could the carvings tell us about this object?’

Children will then be taught the way to deduct that the object is in the shape of a cross which infers that it may have some religious relation as the Anglo-Saxons were Christian. The children may use sources of information in ways that go beyond simple observations to answer questions about the past and the artefact they are observing.

<p>What is picture 1 showing? _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>What is picture 2 showing? _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>L.O: To examine sources to help gain an understanding of the past.</p> <ul style="list-style-type: none"> <li>• To observe sources.</li> <li>• To answer questions based on the sources.</li> <li>• To expand on historical enquiry.</li> </ul>	<p>What are the similarities between the two pictures?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>What are the differences between the two pictures?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>Where was picture 1 taken? Reason your answer.</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Where was picture 2 taken? Reason your answer.</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	 <p>Picture 1</p>  <p>Picture 2</p>	<p>What laws and rights do you think the children have in picture 1 and why? _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>What laws and rights do you think the children have in picture 2 and why? _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

(Example of teacher made sheet to promote Historical Enquiry.)

Books should display a broad and balanced history curriculum and demonstrate the children's acquisition of identified key knowledge. Once a specific lesson is completed then this should be highlighted on the termly overview and should also relate to the books and the feedback sheets.

## Resources

Resources are planned into History based topic lessons to stimulate children's interests and engagement, they also provide support for their learning. Tudor supply's a variety of resources such as artefacts, books and a range of different engaging learning resources to stimulate the children such as the Viking flip-it cards pictured to the right.



We have invested in a range of artefacts that suit many historical themes, such as a wide selection of 'old fashioned' toys that are suitable for the KS1 theme 'toys' and also the UKS2 theme 'step back in time'. There is a Myans artefact pack, WW2 ration pack, Stone age flints and many more. The resources are used in line with the termly topics and creative curriculum objectives. By the end of KS2 I would like to think that the children have had the opportunity to have hands on experiences with the wide range of resources available at Tudor.

Not only do we have an exceptional range of resources for the teachers to use when delivering bespoke learning, the library also offers a variety of books that link to the topics, these can be used to support independent research or even extended research for the teacher to support the delivery of the lesson.

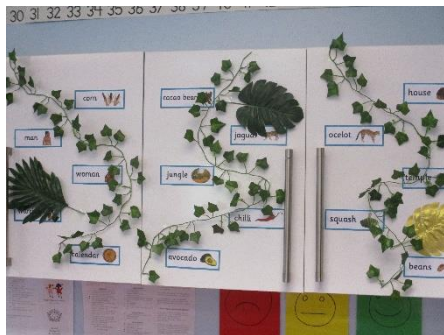
Furthermore, each classroom is encouraged to have a selection of books in their reading area that is related to the topic for children to access at their own will.

A central resource area is also available for the subject.

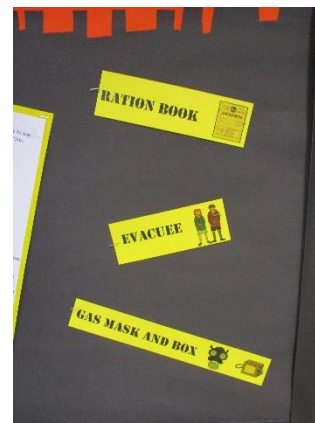
**Displays in classrooms** are seen as a great importance to stimulation of the children's learning at Tudor. Displays are completed to a very high standard and can provide additional learning for the children and can also be seen as a resource for example many displays display words and facts that are linked to the topic.



The high-quality displays also allow children to feel a



sense of being present in the Historical time period that is taught during This is in the that it triggers imagination inspiration for work. History displayed the school to



being the term. hope

and their work is around

the

showcase their skills and the imaginative and engaging lessons that have been delivered by teachers at Tudor.



**Impact**

## Action Planning

The current situation as history stands is that history at Tudor is taught through cross curricular topics and mantles. There are strong links made with other subjects, which are aided by a range of resources. Teachers refer to the national curriculum and target tracker to support their lessons and assessment; this will also aid their Learning Objectives. A staff meeting has been carried out regarding the use and teaching of historical enquiry ([hyperlink staff meeting notebook](#)). Please do refer to the notebook that supported the staff meeting to aid you further.

Throughout the academic year of 2020-2021 will continue to ensure that there is a consistent and relevant approach to the teaching of Historical Enquiry and that history lessons are linked to the target tracker statements which ensures that the children are accessing the appropriate teaching. Please do refer to the current action plan to see how this is going to be achieved. ([Hyperlink action plan](#))