



TRIMLEY ST. MARTIN

History Policy

"The more you
know about the
past,



the better prepared
you are for the
future."

Theodore Roosevelt

Trimley St Martin Primary School
Mrs Thompson- History Lead
Published January 2023

History Policy



power to be

At Trimley St Martin we have the power to assist all children in their learning and discovery about the past. Through use of, resources, imagery and local visits, we can allow all children to explore their historical topic.

Using the power of bringing History alive in our classrooms by 'engulfing' it in to our classroom learning.

Curriculum intent for History

At Trimley St Martin the National Curriculum is used to underpin our school's History Curriculum and planning. By learning about History our children will learn to think *critically*, *evaluate* evidence through the use of resources and to *ask questions* about their discoveries.

Our History teaching and planning (*shown in our progression document*) allows all pupils to study a range of topics from the History of Britain and the wider world.



‘allows **all** pupils to study a range of topics from the History of Britain and the wider world.’

Support will be given to those with special educational needs and/or disabilities (SEND) so that all children can access the full History Curriculum. We will assess the needs of each pupil and support through group or individual work, to secure the knowledge they need to continue to access the History content.



Implementation



At the heart of our implementation of History lies the National Curriculum and *Rising Stars History Curriculum*.

Teachers use the progression document as a basis for their planning. The Rising stars history is planned to ensure the breadth and balance of knowledge and process knowledge (skills) are covered over time.

Knowledge organisers are used for teachers and pupils to understand which key knowledge should be learnt for each particular unit of work.

Impact

Our History planning and teaching will allow pupils to become increasingly aware of how historical events have shaped the world that they currently live in. Allowing for opportunities to respond to current British and global events by teaching short discrete lessons, which continue to impact the knowledge and development of using historical skills. Teaching will be highly modelled and then allow children to develop knowledge through questioning, research and developing their process knowledge. (skills)



Cross-curricular links

Some links with other subjects have been identified, but it would be possible to adapt the materials to accommodate cross-curricular teaching, if this is the model a school prefers. Even if a school does not favour this approach, all schools should consider how history can link meaningfully within other areas of learning within the school curriculum prior to embarking on the scheme.



Rising Stars 2020 © Hodder & Stoughton Limited

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HISTORY - VIKING DAY AND VIKING ASSEMBLY

12/12/2016

2 Comments

Today we had a Viking Day. It was great fun, we spent the morning in our longhouse (it was very dark and smokey) and the afternoon performing our Viking play (with some great acting and brilliant singing) and then inviting our parents back to the longhouse where we read them our Viking sagas. A brilliant day!

OUR VIKING PLAY



Impact

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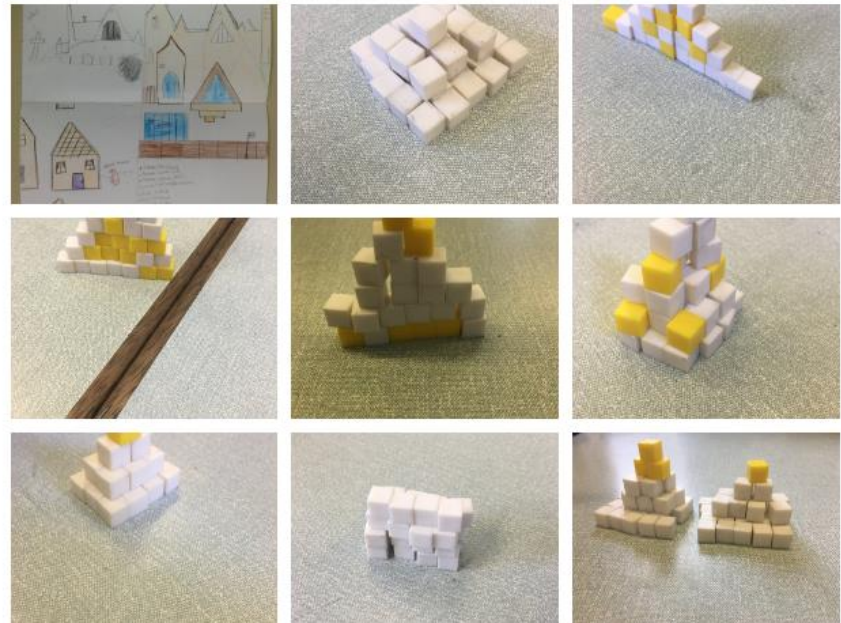
HISTORY

17/5/2022

0 Comments

In our History today we have been learning about the great pyramids of Egypt. To start our learning we were given a random amount of cubes, which we had to build a pyramid using all the cubes. It wasn't easy at times- here are some of the pyramids that we have made!

Using visitors and
Art/DT to bring
History ALIVE!



Impact

power to be

HISTORY

2/12/2022

0 Comments

To complete our topic of the Great Fire of London the children have been busy making houses from 1666, sang a song all about the Great Fire of London and had a visit from the fire brigade.



HISTORY

5/10/2021

0 Comments

As part of our Stone Age topic we have been looking at cave art. We have had a go at making our own cave art. Here are some of our examples.



ing visitors and Art/DT to be
History ALIVE!

Impact

power to be

EGYPTIAN DAY !

19/6/2017

0 Comments

What a great day! Today we have been learning lots about our Egyptian topic from our visitor. We have been able to look at lots of artefacts and listened to a detailed talk about mummification. In the afternoon we have made Egyptian crafts and played Egyptian games. You all looked amazing in your Egyptian costumes and we even had the weather and temperature just like in Egypt !!



Using the reenactment days
to bring
History ALIVE!

ANCIENT EGYPTIAN DAY

25/5/2021

0 Comments

What a great day to end our topic of the Ancient Egyptians! Today we all dressed up and did lots of fun activities to learn more about Ancient Egypt. We worked together in groups to problem solve and persevered with some challenging tasks. Our day consisted of using hieroglyphics to solve jokes, using our times table in our Egyptian maths, building pyramids using lots of different materials, making cartouches and papyrus paper, looking at shadows and making sundials and finally finishing with some artwork. A busy and exciting day enjoyed by all.



Impact

power to be

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OUR VIKING PLAY



GREEK DAY IN YEAR 4.

18/11/2020

0 Comments

We had a fantastic Greek Day at school . We came to school dressed as Greeks or Romans. As we complete our topic on Ancient Greece we will move on to The Romans so we let the Romans conquer and take over in the afternoon. We wrote a recount of The Legend Of the Trojan Horse and Pandora's Box. We completed artwork of Greek vases, Greek mathematics challenge , and an Olympics in the afternoon in which we represented Athina, Sparta, Macedonia or Greek Goddesses and Warriors .



Using the reenactment days
to bring
History ALIVE!

Impact

power to be

Using the classroom environment to bring History ALIVE!

A NEW TERM- A NEW TOPIC

13/4/2021

0 Comments

The children were welcomed back to school with an Ancient Egypt themed classroom !

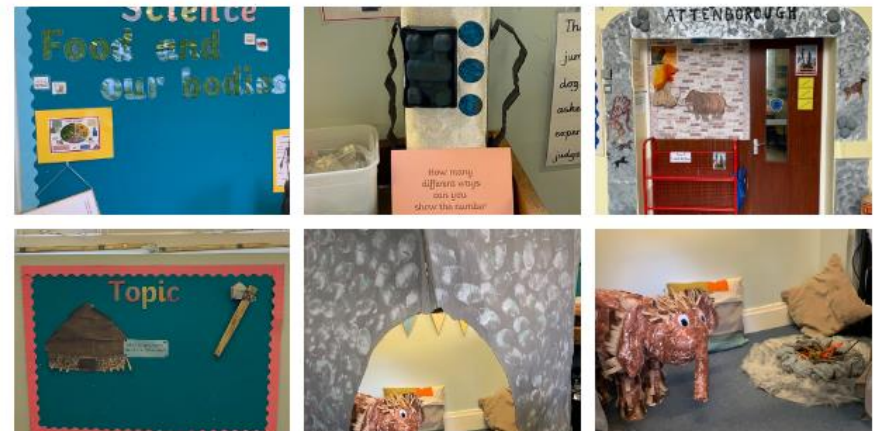


WELCOME TO YEAR 3

21/8/2021

0 Comments

We've been busy getting the classroom ready for September and getting the room set up for our new topic about the Stone Age.



Impact
power to be

IN THE LONGHOUSE

Using the classroom
environment to bring
story ALIVE!



Impact

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- Art and DT lessons
- Links to Class books and Guided Reading
- English plannir
- Music

The screenshot shows a unit plan for 'YEAR 1 UNIT 2 - THE GREATEST EXPLORERS: Who were the greatest explorers?'. It includes sections for 'Related units', 'Unit overview', 'Knowledge, skills and concepts', 'Key vocabulary', 'Cross-curricular links', and 'Places to visit'. The 'Unit overview' section describes the unit's focus on five explorers and the 'Big Finish' project. The 'Knowledge, skills and concepts' section lists learning objectives. The 'Key vocabulary' section lists terms like Explorer, map, discover, equipment, adventure, trade, great, desert, caravan, high, uncharted, navigation, botanist, naturalist, indigenous, pirate, territory, replica, polar, hero, equipment, race, recent, astronaut, space, memorial, achievement, significant. The 'Cross-curricular links' section lists links to Art, English, Geography, and Science. The 'Places to visit' section lists the Captain Cook Museum, Whitby, Captain Cook Birthplace Museum, Marton, and the National Maritime Museum, Greenwich.

YEAR 1 UNIT 2 - THE GREATEST EXPLORERS:
Who were the greatest explorers?

Related units: Year 2 Unit 3: Our Local Heroes

Unit overview

In this unit, the children will investigate the lives and journeys of five explorers from various eras: Ibn Battuta, Captain Cook, Roald Amundsen, Captain Robert Falcon Scott and Sunila Williams. They will study an explorer from different perspectives, discussing what makes an explorer 'great', and who might not think that. You may wish to select different individuals dependent on where you live, or to make a link to recent events. If you do so, it is important to include at least one female explorer and maintain a culturally diverse set. You may decide to incorporate a visit to a local museum into the unit, and some ideas have been included on potential locations.

The Big Finish provides opportunities for the children to design and possibly create their own memorial to an explorer. If you plan to construct the memorials, you will need to plan for additional support in week 6, and collect appropriate materials.

Places to visit

- Captain Cook Museum, Whitby
- Captain Cook Birthplace Museum, Marton
- National Maritime Museum, Greenwich

Knowledge, skills and concepts

In this unit, the children will:

- know where the people they study fit within a chronological framework
- develop an awareness of the past, using common words and phrases relating to the passing of time
- understand some of the ways in which we find out about the past
- identify different ways in which it is represented
- ask and answer questions, choosing and using sources to show that they know and understand the key features of events
- use parts of sources to show that they know and understand key features of events
- use common words and phrases relating to the passing of time.

Key vocabulary

Explorer, map, discover, equipment, adventure, trade, great, desert, caravan, high, uncharted, navigation, botanist, naturalist, indigenous, pirate, territory, replica, polar, hero, equipment, race, recent, astronaut, space, memorial, achievement, significant.

Cross-curricular links

- **Art:** creating a memorial
- **English:** debating, diaries and journals
- **Geography:** transport, regions, map work, climate
- **Science:** materials, space

Rising Stars History

Rising Stars 2019 © Hudders & Stoughton Limited


Also ideas given on Rising Stars' planning

Impact

by 'engulfing' it in to our classroom learning. Examples

English link to History



	Learning objectives	Main Teaching Activity	Group Activities			Plenary	Getting our museum ready
<p>Wednesday 4th January</p> <p>To write an account of the important event in a famous person's life.</p> <p>To try to think about the best way to set their work out for other readers.</p> <p>Write about real events, recording these simply and clearly</p>		<p>Introduce Florence as our class name and what she stands for. Look at the time line of Florence Nightingales life.</p> <p>Work together using timeline cards on the board.</p> <p>Find out about her life as a child and how she decided that she would rather become a nurse</p> <p>Watch on twinkl</p>  <p>Meet Florence Nightingale Animation ★★★★★ 4.9 (11 reviews)</p> <p>What important detail do we need to tell the reader first;</p>	<p>Red</p> <p>Get children to write an account of how Florence Nightingale decided she wanted to become a nurse. Using a given format with headings.</p>	<p>Orange</p> <p>Get children to write an account of how Florence Nightingale decided she wanted to become a nurse. Choosing their own format and headings.</p>	<p>Blue and purple</p> <p>Children write a letter as though they are Florence Nightingale and talking about hers self and writing about why she wanted to become a nurse</p>	<p>Get children to describe what they wouldn't like a hospital to be like.</p>	<p>Photocopy accounts and present on paper as well as a large timeline to show parents</p>

English link to History



Eyewitness Account – March 21st 1960



It was Monday 2:45 pm. We all set off with our blankets and picnics, getting ready for what we thought was a peaceful protest, but we were all wrong...

Today was the day. My only day of work and I decided I would join in the protest, as I felt life was unfair for the whole black community. As we packed our picnics and blankets, I suddenly got this thought that everything would go wrong. I then decided it was nothing and shook it off.

As we left our house, we saw many other families leaving too. This gave me a bit more hope. My family, who joined in walking with other families, soon created a big army of people. People looked out of their windows and rushed out of their doors to join us. There was soon a big group of black South Africans walking and a few white South Africans joined us as well.

Impact

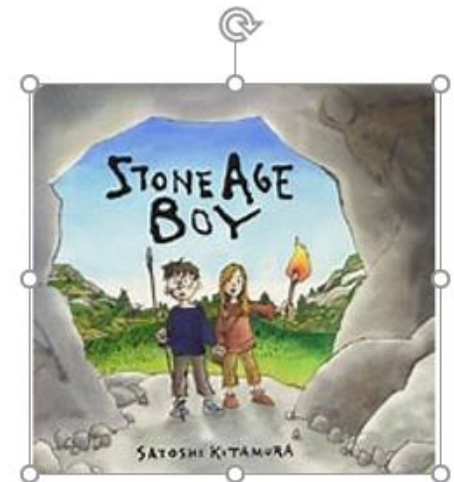
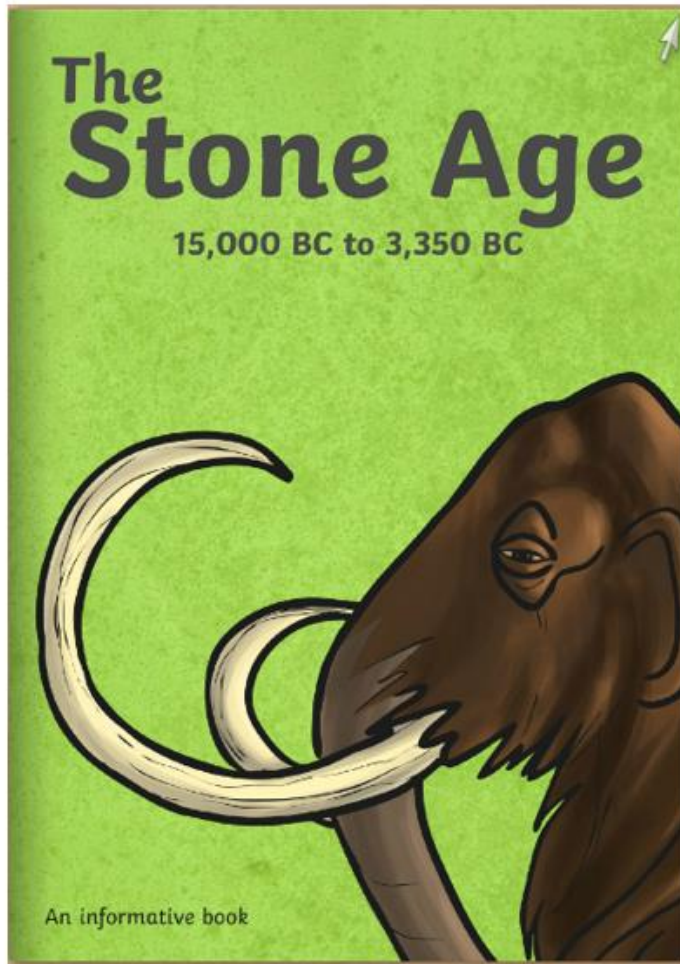
by 'engulfing' it in to our classroom learning. Examples

Day	Learning Objective	Success Criteria	Main Input	Differentiation		
1	Reading and evaluating We will be learning to discuss the models of writing- structure, to write instructions.	I can: <ul style="list-style-type: none"> • Use similar and modelled text and apply to my writing • Can express time and place using adverbs • Use imperative verbs 	<ul style="list-style-type: none"> • How to wash a woolly mammoth- • Talk about how last term children learnt about Stone Age in History- make posters of what they remember for the topic • Read through the story and discuss the way to set out instructions and what is needed when writing them 	LA- - use framework to write instruction – using time words  Claire	MA- Have a list of time adverbs on the tables for the children to use to write instructions on how to wash a woolly mammoth	HA- write instructions using Time adverbs and Imperative verbs- Highlighted at the end Introduce a starter and end To instructions for Next level writing. Also can include diagrams in their Layout. 

English link to History

Impact

by 'engulfing' it in to our classroom learning. Examples of texts



How can we use the Learning Gems in History?



Reflective



Look back on, correct and edit own and other people's work and information they have researched .



Independence



Develop independence in researching information to themselves.



Adventurous



Explore the use of adventurous methods to research the past and ways of presenting it.



Perseverance



Work over time on a piece of History and topic covered.



Co-operation



Work with others to investigate and research with others.



Concentration



Focus and concentrate on longer research and topics.



Creativity



Be creative in the ways they present their information to others.

Assessment

Ongoing formative assessment-

Each History unit has assessment opportunities for us to monitor the progress of our pupils. At TSM , we use our Teacher Tasks and Assessments sheets to assess learning and understanding on-going through our unit.

End of unit assessments -

At the end of the unit we use Rising Stars quiz as a basis for assessment.

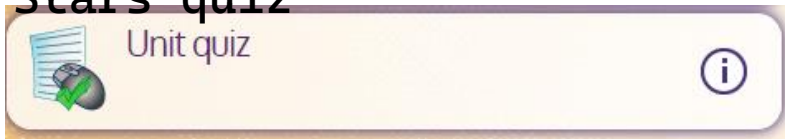
Record of Assessment-

The use of target tracker record our data



Assessment

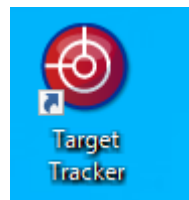
Using end of unit Rising Stars quiz



End of unit quiz Version: 1.0.15.31

Match the word with the correct meaning.

A group of people that passed the laws	Treason
A secret plan to do something harmful	Conspirators
Plotting against the ruler or country	Parliament
People who plot together	Plot

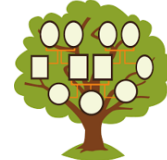


Progress recorded on Target Tracker

Teacher tasks and assessment sheet

H History Year 1

My Family History



Learning objectives for the unit of work:	Teacher Assessment
To develop an awareness of the past.	
To know where the people and events they study fit within a chronological framework.	
To identify similarities and differences between ways of life in different periods.	
To use a wide vocabulary of everyday historical terms.	
To ask and answer questions, choosing parts of sources to show that they know and understand key features.	
To understand some of the ways in which we find out about the past.	
To identify different ways in which it is represented.	

My Family History Assessment Tasks:

- Adults to ask questions linked to the toys' timeline (week 3) to assess grasp of vocabulary relating to the passing of time.

Working Towards: I can use a number of everyday terms, such as 'now', 'then', 'yesterday', 'week', 'month', 'year', 'nowadays', 'old' and 'new'. <ul style="list-style-type: none"> I can use some common time words when they sequence objects. I do not fully understand all of the terms utilised. I need some prompting to use the vocabulary.
On Target: I can understand securely and use a wider range of time terms. <ul style="list-style-type: none"> I use a broader range of common words relating to the passage of time. I have demonstrated a secure understanding of the words used. I required little prompting to use these words. With support, I can achieve some of the aspects of working at greater depth.
Greater Depth: I can use more complex time terms, such as BC/AD, and period labels and terms. <ul style="list-style-type: none"> I can use a wider range of terms and phrases including those related to time periods. I have a secure understanding of the terms used. I required little prompting to use the terms appropriately.

- Produce an ongoing My Family History Scrapbook.

My Family History Assessment Tasks:

- Adults to ask questions linked to the toys' timeline (week 3) to assess grasp of vocabulary relating to the passing of time.
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On Target: I can understand securely and use a wider range of time terms.

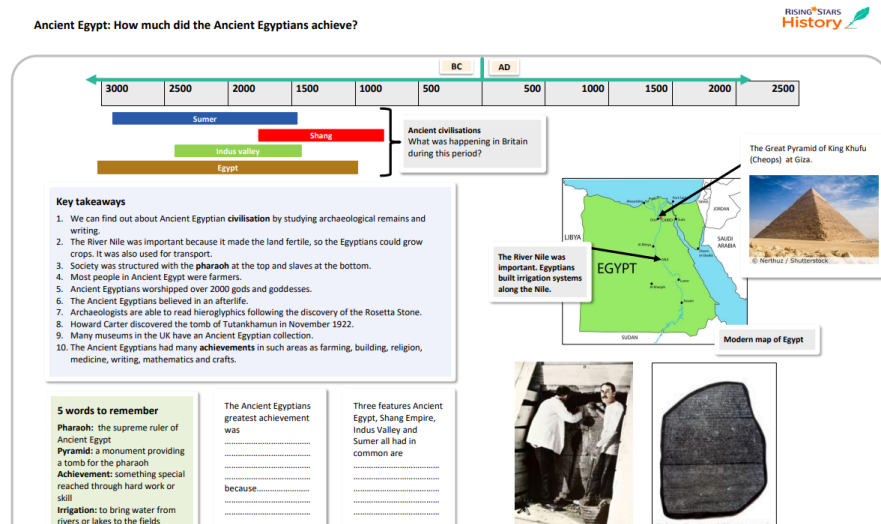
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Greater Depth: I can use more complex time terms, such as BC/AD, and period labels and terms.

- I can use a wider range of terms and phrases including those related to time periods.
- I have a secure understanding of the terms used.
- I required little prompting to use the terms appropriately.

Assessment

Knowledge organisers



‘The Big Finish’

The Great Fire of London Assessment Tasks:

1. Order the cards telling the story of the Gunpowder Plot in the correct sequence. Select the most important event and explain why.

Working Towards: I can identify relevant features of particular historical themes, events and people from family, local, national and global history.

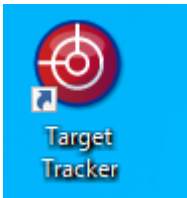
- In discussion, I can recall some of the key events and people associated with the Gunpowder Plot.
- I can demonstrate an awareness of the correct chronological order but may have some errors.
- I can use the captions provided.
- I have little understanding of what is the most important event.

On Target: I can briefly describe features of particular historical themes, events and people from family, local, national and global history.

- I can confidently retell the story of the Gunpowder Plot in the correct chronological order.
- I can include the key events and people associated with the Gunpowder Plot using my own captions.
- I can demonstrate some understanding of which is the most important event and why.
- With support, I can achieve some of the aspects of working at greater depth.

Greater Depth: I can explain a range of features covering family, local, national and global history and draw a range of conclusions.

- I can confidently and accurately retell the story of the Gunpowder Plot in chronological order.
- I have included the key events and people associated with the Gunpowder Plot using my own captions.
- I can identify which are the significant events in the story and explain why they have made that selection. They will demonstrate an awareness that there may be differing but equally valid responses to this task.



Progress recorded on Target Tracker