

St. Peter's C of E Primary School



History Policy

'Unlocking the gates to a lifelong love of learning and faithfulness'

"Start children off in the way they should go, and even when they are old they will not turn from it" Proverbs 22:6

Ratification Date: Summer 2023

Review Date: Summer 2027

St. Peter's Vision Statement:

At St Peter's C of E Primary School, the growth and development of children and adults is central to everything we do. As a church school, we aim to serve and take care of our community by providing an education which inspires every child to be the best they can be. This is within a framework which is rooted in distinctive Christian beliefs and values whilst embracing diversity, respecting other faiths and worshipping together. We encourage an understanding of the meaning and significance of faith and promote Christian values through the experiences we offer to all our school community.

Intent

At St. Peter's, we intend to provide a high-quality history curriculum, which will inspire our pupils to gain a coherent knowledge and understanding of Britain's past and that of the wider world. Excellent teaching of history should equip our pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. Excellent teaching of history will help our pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Aims

We aim for all our pupils to:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame 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 discern how and why contrasting arguments and interpretations of the past have been constructed History – key stages 1 and 2
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

1 Curriculum and planning

The children undertake a broad and balanced programme that takes account of abilities, aptitudes and physical, emotional and intellectual development. Through history, the children learn a range of skills, concepts, attitudes and methods of working. Children are taught to understand and use relevant historical terms, rich subject-specific vocabulary and the name 'History' in their learning.

Teachers follow the progressive CUSP curriculum which ensures that new learning is built upon prior knowledge in previous years. History is planned for mixed year groups in two-year cycles (KS1, LKS2 and UKS2) to engage and excite all our learners.

1.2 Early Years

In Early Years, children will study history as part of the Early Learning Goal: Understanding of the World. They will undertake practical, skill-based activities that will support their understanding of the world, beginning with their own experiences, and moving backwards in time to look at life as their parents and grandparents knew it. Children will be introduced to the history behind Bonfire Night, Neil Armstrong's expedition to the moon and Mary Anning through the exploration of fossils. In planning and guiding children's activities, practitioners will reflect on the different ways that children learn and reflect these in their practice. Three characteristics of effective teaching and learning are:

- playing and exploring - children investigate and experience things, and 'have a go';
- active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; and
- creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Children in EYFS will begin to learn specific historical vocabulary which will help to prepare them for KS1 and KS2.

1.3 Key Stage 1

Pupils will be taught about:

- Changes within living memory.
- Events beyond living memory
- The lives of significant people
- Significant historical events, people and places in their own locality

1.4 Key Stage 2

Pupils will be taught about:

- Changes in Britain from the Stone Age to the Iron Age
- The Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- Achievements of an ancient civilisation- Egypt
- Beyond 1066- Battle of Britain
- Beyond 1066- Windrush generation
- Compare non-European society with Anglo-Saxons (Mayan civilization)
- Ancient Greece – a study of Greek life and achievements (inventions) and their influence on the western world
- British Monarchs

2 Progression and Continuity

CUSP is underpinned by evidence, research and cognitive science. Modules are deliberately sequenced for robust progression and allows teachers to focus on the lesson.

There is an emphasis on oracy and vocabulary acquisition, retention and use to break down learning barriers and accelerate progress. A rich diet of language and vocabulary is deliberately planned for.

Specific skills are discreetly taught and practised so that they become transferrable. The sequenced modules activate prior learning, build on skills and deepen knowledge understanding. Learning, vocabulary and content is cumulative; content is learned, retrieved and built upon.

3 Assessment and Recording

Teachers employ effective Assessment of the children's History work during lessons by making informal judgements through observation of practical tasks, discussion and questioning to determine the children's level of understanding and knowledge. Teachers use precise questioning in class to test conceptual knowledge and skills. Teachers assess through Do Now revisits and mini quizzes during plenaries based on knowledge, vocabulary and terminology from their termly Knowledge Organiser. Written work is marked following the school marking scheme.

4 Monitoring

Monitoring takes place regularly through teacher assessment, pupil voice and book scrutiny by the History lead. Governors are involved in monitoring during bi-annual Governor's Monitoring Week through learning walks, discussion with subject lead and work scrutiny.

5 Roles and Responsibilities

The teacher is responsible for preparing and delivering the lesson. The subject is led by a member of staff and each year, time is set aside to review standards, monitor curriculum provision, and ensure training and resources are up to date.

6 Health and Safety

Visits and fieldwork are an essential part of the History curriculum. The class teacher, or leader, should plan the visit meticulously, with the pupils' safety and welfare paramount. Please see the Educational Visits Policy and guidance for detailed information.

7 Resources

The CUSP curriculum provides clear curriculum guidance for teachers, in depth teaching notes and resources as well as knowledge notes and lesson resources for the children we recently purchased a range of text books to support History in each class. Each class has access to the internet and there is a central storage area which can be accessed by teachers as required. People with an interest, or expertise, in a particular topic or area of History are invited into school to work with the children. These might be parents, grandparents, other family members, neighbours or representatives of the local community.