



## Whittingham C of E Primary School Policy for History Autumn Term 2021.

This policy was written and ratified during Autumn Term 2021 and will be reviewed 2024 in line with our policy cycle review.

### Our School Vision and Values

The children know these as the 3R's and underpin all that we do and account for much of the choice of our curriculum plans across the school:

'Hand in hand together we will become resilient, respectful and responsible citizens of our community and the wider world.'

### School Aims:

- To provide an open, secure and welcoming Christian environment for each pupil. This is expressed through daily worship which acknowledges the presence of God in our lives.
- To further develop and value the partnership that exists between school and the local churches, in particular, through sharing weekly worship and to encourage an appreciation of the Christian faith and a familiarity with the local Christian heritage.
- To care for each pupils' safety, happiness and well-being.
- To value our pupils as individuals, developing their ability to take responsibility for themselves and their actions, promoting confidence and self-esteem, and respect for others and their environment.
- To equip our pupils with the knowledge to make informed choices about having a safe and healthy lifestyle.
- To offer opportunities for our pupils to become involved in the daily life of the school and to prepare them to play an active role as citizens locally and in the wider world.
- To provide a learning environment, which is challenging and stimulating yet ordered and disciplined.
- To provide a broad and balanced curriculum, setting realistic targets for each pupil.
- To extend and reinforce our pupils learning, making expectations clear, and raising achievement levels.

### **Aims of the History curriculum at Whittingham C of E Primary School**

The national curriculum for **history** aims to ensure that all pupils:

- 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
- 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.

**Intent:**

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

The history curriculum at Whittingham C of E Primary School makes full use of resources within the immediate and wider local area enabling children to develop a deep understanding of the history of their locality.

Topics are informed by the national curriculum and are sensitive to children's interests, as well as the context of the local area.

The history curriculum at Whittingham C of E Primary School is carefully planned and structured to ensure that current learning is linked to previous learning and that it is in line with the National Curriculum 2014. We are currently developing our History curriculum very much focussing on a key questions approach and as a starting point we use the planning documentation from Key Stage History. Where this is not possible as our topic is extremely bespoke to our area we plan these ourselves ensuring a similar planning and delivery format.

The curriculum at Whittingham C of E Primary aims to ensure that ***all pupils:***

Gain a coherent knowledge and understanding of Britain's past and that of the wider world which helps to stimulate pupils' curiosity to know more about the past.

Are encouraged to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and make judgements.

Begin 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.

We have chosen particular topics as they are local and relevant to the children which enables children to acquire an understanding of time, events and people in their parents and grandparents memory.

We have chosen events which are beyond living memory which are significant nationally and globally, so the children can build on their knowledge of the *wider world*.

### **Implementation:**

We intend to structure lessons so prior learning is always built upon, revision of facts, key questions and historical understanding are developed.

Ensure that revision and introduction of key vocabulary is built into each lesson and to ensure that children have the opportunity to use these within lessons.

### **Skills based learning:**

The focus of our history teaching throughout the school will be on developing the following skills:

- to communicate historically using appropriate vocabulary
- to build an overview of British and world history
- to understand chronology
- to investigate and interpret the past using evidence from a wide range of primary and secondary sources

Children will apply these skills in a range of different context and, over time, develop a more sophisticated and in-depth understanding of each of the four strands.

Teaching in KS1 will, in accordance with the National Curriculum, focus on the lives of key individuals and key historical events. In KS2, however, we have decided to adopt a chronological approach to our British and world history topics. For example, our study of British history will adopt the following pattern:

- Year 3 and 4 – Changes in Britain from the Stone Age to the Iron Age. The Roman Empire and its Impact on Britain
- Year 5 and 6– Britain's settlement by Anglo Saxons and Scots . The Viking and Anglo Saxon struggle for England.

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### **Impact:**

We want to develop a love of history, researching historical facts and finding the answers to important key questions.

As the children develop their technical vocabulary this will be displayed throughout the school/classroom. It will also form part of topic letters and working walls.

We will measure the impact of lessons through key questioning, child led assessment and summative assessment

**Cross Curricular Links:**

When and where appropriate, opportunities will be encouraged to promote historical learning across the curriculum.

**Assessment and Record Keeping**

Assessment of history at both KS1 and KS2 will be based on teachers' judgments and all recording should be simple and straightforward. Progress will be measured against whether children are working towards the expectations in this subject, working at the expectations for this subject or working at a greater depth than the expectations for this subject for their age. Data is collected termly using our current data collection system which will allow for monitoring of progress within and across year groups.

**The role of history to support pupils who are vulnerable or who have additional needs:**

At Whittingham C of E Primary School, we believe that **all** pupils should be supported to access this subject. We will endeavour to ensure that children are not consistently taken out of history lessons to access 1-1 support or SDI's.

**Role of the Coordinator**

The curriculum coordinator works alongside the SLT to monitor standards of teaching and learning at our school. A structured cycle of planning and work scrutiny, observations, and pupil, parent and staff questionnaires will provide information to judge the effectiveness of the subject as well as future development points. The coordinator is responsible for ensuring the curriculum coordinator folder on the shared google drive is kept up to date, that staff are supported and given opportunities for curriculum development as well as resources being well organised, relevant and up to date. They will also ensure that the Curriculum Area for their subject on the school website is relevant and up to date.