

St. Peter's CE Primary School

History Policy

Written in December 2022 by E Shuttleworth (History Co-ordinator)

Introduction

This document is a statement of the aims, principles and strategies for the teaching and learning of history at St. Peter's CE Primary School.

Purpose of Study

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.

Aims

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.

Attainment targets

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

Subject content

Early Years Foundation Stage

The children in Nursery and Reception follow the Development Matters Curriculum to meet the Early Learning Goals in 'Understanding the World.' Understanding the world involves guiding children to make sense of their physical world and their community.

Nursery

Pupils should be taught to:

- begin to make sense of their own life-story and family's history
- show interest in different occupations
- continue developing positive attitudes about the differences between people

Reception

Pupils should be taught to:

- talk about members of their immediate family and community
- name and describe people who are familiar to them
- comment on images of familiar situations in the past
- compare and contrast characters from stories, including figures from the past

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 understands 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
- events beyond living memory that are significant nationally or globally
- 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
- significant historical events, people and places in their own locality.

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

Pupils should 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
- a local history study
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- 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
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

Teaching and Learning

In the EYFS the knowledge and skills for understanding of the world are taught through play-based learning and experiences/field trips.

In Key Stages 1 and 2 the history curriculum is organised into two termly units of work delivered in the Autumn and Summer terms. These units of work are progressive and build upon prior learning in earlier year groups and topics. The teaching of history is primarily delivered through the Cornerstones Curriculum with the relevant aspects of the National Curriculum being incorporated into each year group's topics.

At St. Peter's there is a clear progression of historical knowledge and skills from EYFS up to Year 6. To enhance the learning experiences of our pupils, our history curriculum incorporates different styles of learning. The knowledge, skills and understanding gained through the history curriculum is acquired through a variety of experiences. These include:

- educational trips
- field studies during residential visits
- fieldwork in the local area
- theme days to launch new topics
- visits from people in the community
- drama and roleplay, including visiting theatre companies
- the use of primary sources of information (eg. artefacts, photographs, maps)
- story telling
- practical enquiry and research
- individual and group presentations
- creative approaches such as model making, cooking, computing and artwork.

Assessment

Pupils' achievements can be assessed in a variety of ways. These include direct observation, discussion and questioning of pupils, as well as by evaluation of pupils' work. The assessment of history is undertaken continuously by teaching staff whilst pupils are engaged in tasks. An annual report of attainment and effort in history is included in each pupil's end of year report.

Inclusion

At St. Peter's, our aim is to develop the potential of all our pupils. In order to achieve this, we ensure that all pupils are given the opportunity and necessary support they need to access the history curriculum, regardless of ability. This may be through adult support, differentiation of tasks or additional resources.

Monitoring and Review

The subject co-ordinator is responsible for monitoring the standard of the pupils' work and the quality of the teaching in history. The subject co-ordinator is also responsible for supporting colleagues in the teaching of history and for being informed about current developments in the subject. The subject co-ordinator evaluates the strengths and weaknesses in history, indicates areas for further improvement and reports these findings to the head teacher.