

## Primary History Policy

### Christian Vision of St Thomas' Church of England Primary School

Growing together through faith in Jesus Christ '**Let all you do be done in love**' (1 Corinthians 16. 14).

Knowing God through Jesus in our lives let us share, experience and live happiness, laughter and joy in a welcoming, inclusive and loving Christian place.

In the eyes of God and with all your heart let us embrace opportunities to learn, achieve and celebrate success and difference.

By sharing the fruits of the spirit let us shine out for others to see that we are tolerant, respectful, wise and hopeful in this community and God's world.

In journey and love, remember '**I am with you always**' (Matthew 28.20)

We feel that this statement sums up succinctly what we wish to achieve at St Thomas' for our school community.

### Statement of intent

At St Thomas' C.E. Primary School we believe that, through the study of history, children make sense of their world and enrich their understanding of it.

This policy sets out the framework in which the history curriculum will be taught.

Through this curriculum, children will understand the similarities and differences between societies and cultures, and the impact of changes on people and place.

### Vision statement for history

At St Thomas', we aim to inspire in our pupils a curiosity and fascination about the world and the people within it; engaging and helping to develop a life-long love of learning and understanding of the world they live in.

St Thomas' learners are encouraged to engage with the History curriculum through a chronological approach, beginning in Early Years and ending in Year 6. We aim to enable our children to become independent thinkers through developing their curiosity about different civilizations and wonders, while allowing them to develop their understanding of history based on what they have learned in previous years at St Thomas'.

We encourage our children to be reflective and resilient learners through developing their ability to read and interpret different primary and secondary resources which can lead to different debates about the attitude of certain people and cultures through history. We strongly advocate all our children to be tolerant and responsible citizens through developing their understanding of the contribution different civilizations played, not just in the UK, but across the world.

St Thomas' historians, become respectful compassionate and kind friends through understanding human achievements and experiences throughout the world and understanding the contribution of many different faith groups throughout history. This will be

done by offering a wide range of real-life experiences - both inside and outside of school - including educational visits, visitors, experimentation, exploration and discovery.

### Roles and responsibilities

The history coordinator is responsible for:

- Developing, resourcing and reviewing this policy.
- Planning, instigating and monitoring teaching programmes.
- Liaising with colleagues, including the SENCO, to differentiate teaching programmes in accordance with the needs of individual pupils.
- Working with other staff to teach the subject content.
- Keeping staff informed of visits and courses.
- Facilitating the assessment of pupils' work.
- Keeping up-to-date with current affairs and best practice regarding history.
- Providing guidance, including INSET training to history staff, as part of their ongoing professional development.
- Celebrating and promoting the history curriculum and the work of pupils throughout the school.

Classroom teachers are responsible for:

- Developing schemes of work and lesson plans in line with this policy and the objectives of the history curriculum.
- Facilitating the teaching of the history curriculum, including coordinating activities and resources within their specific areas.
- Assessing and recording pupils' progress and keeping the history coordinator apprised of this.
- Providing feedback to parents on pupils' progress at parents' evenings and other meetings.
- Attending and contributing to any INSET days organised by the history coordinator.
- Keeping apprised on current affairs and best practice on their history curriculum, and applying this to their schemes of work

### Curriculum

Children follow the 2014 National Curriculum for History which sees them undertake a broad and balanced programme that takes account of abilities, aptitudes and physical, emotional and intellectual development. Children of all abilities have the opportunity to develop their skills and knowledge in each unit and, through planned progression built into the scheme of work, we offer them an increasing challenge as they move through the year groups. The history curriculum is part of the school long-term plan where themes are covered termly and many topics are covered across a number of subjects. The Chris Quigley Essentials Curriculum is also used, alongside the National Curriculum, to enhance learning and ensure progression across phases and Key Stages.

The aims of the history curriculum are to ensure pupils:

- Know and understand the history of the UK, and how it shaped the world, as a coherent, chronological narrative, from the earliest times to the present day.
- Know and understand significant aspects of the history of the wider world, such as ancient civilisations; empires and past non-European societies 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 these to analyse.
- Understand the methods of historical enquiry such as using evidence to support arguments.
- Gain a historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history

## The National Curriculum

### Key Stage 1

Pupils will be taught about

- Changes within living memory and changes in national life.
- Events beyond living memory that are nationally or globally significant.
- The lives of significant individuals in the past who have contributed to national and international achievements.
- Significant historical events, people and places in their own locality

### Key Stage 2

Pupils will be taught about

- In relation to Britain; the Stone Age to the Iron Age, the Roman Empire, the Anglo Saxons and Scots, the Vikings to the time of Edward the Confessor.
- The earliest civilisations.
- Studies on local history, an aspect of British history beyond 1066, Ancient Greece, a non-European society such as Baghdad c. AD 900 and another ancient civilisation.

## Health and safety

Visits and fieldwork are an essential part of the history curriculum helping to develop historical enquiry and skills. Children learn best when the learning environment is ordered and they feel safe, any visit should be well organised and provide a stimulating and valuable experience. The pupils should prepare well for the visit and, on their return, use the experience to good effect in the classroom. The class teacher, or leader, should plan the visit meticulously, with the pupils' safety and welfare paramount. A full risk assessment will be carried out for each visit and reviewed by the Education Visits Co-ordinator and Head teacher before any visit. Please see the Policy for Educational Visits for detailed information.

## Resources

Resources for teaching the key concepts and skills of history are stored in school. There is a selection of information books, access to primary and secondary sources of evidence, pictures and photos, visual media, access to artefacts and the internet.

## Teaching and learning

The curriculum is delivered through cross-curricular topics and is integrated within English and Maths. At St Thomas' C.E. Primary School, we aim to teach high quality history around our creative topics (although some learning objectives may need to be taught explicitly). History is taught through practical, appropriate activities which help to provide a context for learning. Children will be taught to describe key characteristics and associated processes in common language, as well as understand and use technical terminology and specialist vocabulary. Children will undertake independent work and will have the opportunity to work in groups and discuss work with fellow classmates.

At St Thomas' C.E. Primary School, we feel that our children grow together in history by:

- Developing an excellent knowledge and understanding of people, events, and contexts from a range of historical periods and of historical concepts and processes.
- Gaining the ability to think critically about history and communicate ideas very confidently in styles appropriate to a range of audiences.
- Having the ability to consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate historical evidence derived from a range of sources.
- Acquiring the ability to think, reflect, debate, discuss and evaluate the past, formulating and refining questions and lines of enquiry.
- Instilling a passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways.
- Gaining a respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgments.
- Nurturing the desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics.

## Assessment, recording and reporting

Throughout the year, teachers will plan ongoing creative assessment opportunities in order to gauge whether pupils have achieved the key milestones. Milestones are taught across phases: Year 1 and Year 2, Year 3 and Year 4 and Year 5 and Year 6. Attainment is assessed against the Chris Quigley Essentials Milestones requirements and the requirements of the National Curriculum. Assessment is ongoing and is completed at the end of each series of milestones taught. Teachers use their judgement to decide whether a child has met, or not met, the milestone and records this in a working document accessible by all staff.

Assessment will be undertaken in various forms, including the following:

- Talking to pupils and asking questions
- Discussing pupils' work with them
- Observing practical tasks and activities
- Pupils' self-evaluation of their work
- Regular reviewing of prior learning and opportunities to revisit prior learning

## Equal opportunities, inclusion & differentiation

We carefully plan, monitor and assess to ensure all of our pupils feel valued in their history lessons. Learning is challenging, yet achievable by all children, whatever their abilities and differentiation is achieved by both work set and outcome. The school recognises the fact that in all history classes there are pupils of a variety of abilities, and we seek to provide suitable

learning opportunities for all pupils by matching the challenge of the task to the ability of the child. We aim to teach children to uphold, where applicable, British Values and a mutual respect and tolerance of those with different faiths and beliefs.

## **Monitoring and review**

This policy will be reviewed on an annual basis by the history coordinator.

The history coordinator will monitor teaching and learning in the subject at the school, ensuring that the content of the national curriculum is covered across all phases of pupils' education.

Any changes made to this policy will be communicated to all teaching staff.

The next scheduled review date for this policy will be September 2022.