

St Matthew's C of E Primary School

History Policy

"A people without the knowledge of their past history, origin and culture, is like a tree without roots."

Our mission statement:

We aim to provide a positive learning experience in a safe and respectful environment. We strive to teach an inspiring and inclusive curriculum that promotes a love of learning. As a Christian school, we endeavour to develop the spiritual and moral values of all members of the St. Matthew's family, and a meaningful, loving relationship with God. We want our children to be cheerful and independent individuals who reach their potential and are proud of their achievements. We hope to develop confident, caring citizens who are well prepared to enjoy happy and rewarding lives.

Our motto: Live, Love, Learn

Introduction

At St Matthew's Primary School History is integral to what we teach. It forms the basis for our Cross-Curricular teaching and graces the topics across the school with its depth and interest. It is a valued part of the curriculum, providing a purposeful means in helping the pupils develop a better understanding of the world, other people and themselves. We believe it is important to build a History curriculum that enables pupils to become informed citizens who can make good decisions.

Our school policy is developed in accordance with the National Curriculum for History and Foundation Stage Curriculum for Understanding of the World. Throughout this Policy, the term 'History includes the Knowledge and Understanding elements of Foundation Stage Curriculum, alongside National Curriculum History for Key Stage 1 and 2.

Our Intention

We aim to teach our pupils that History is more than just the living record of nations, leaders, and wars. It is also the story of *us*. It is packed with tales of how someone stood up for what they believed in, made sacrifices for a better future, or worked hard to make their dreams come true. Therefore, our bespoke history curriculum aims to:

- Inspire our pupils' curiosity to know more about the past.
- Help pupils to understand the process of change, the diversity of societies as well as their own identity and the challenges of their time
- Enable pupils to learn about their own unique history
- Promote in children an attitude of genuine interest and enjoyment of history
- Enable our pupils to understand the history of Britain as a coherent, chronological narrative: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- Allow pupils to understand significant aspects of the history of the wider world
- Gain an understanding of and make use of historical terminology
- Allow pupils to understand and use historical concepts to make connections, draw contrasts, analyse and ask historically valid questions
- Encourage pupils across the school to use different methods of historical enquiry
- Enable pupils to gain historical perspective by placing their knowledge into different contexts

Implementation

- Our school implements the curriculum through a topic-based approach
- Themes and units have been incorporated in the school curriculum in a chronological manner to enable a historical coherence in the minds of our learners
- Each topic covers the objectives from the four strands mentioned in the National Curriculum. These are: Chronological Understanding, Knowledge and Interpretation and Historical Enquiry
- Teachers are provided with an additional three planning days per year in addition to their PPA, to plan their curriculum.
- As part of this planning process, teachers plan the following: A knowledge organiser which outlines knowledge (including vocabulary) all children must master and apply in lessons; A cycle of lessons for each subject, which carefully plans for progression and depth concentrating on the Historical skills and knowledge suited to the age group and trips and visiting experts who will enhance the learning experience
- Every teacher has timetabled History sessions at least 3x per week to deliver the Historical content of their topic
- We link the teaching of History to many Literacy modules taught
- Foundation Stage planning for Knowledge and Understanding of the World shows how we engage our Reception children in early historical learning experiences. This shows how History fits into our whole school organisation and how we have linked blocks of work so that they are more meaningful and contextualised.
- The use of high quality resources and artefact replicas are an integral means of communicating the past and these are central in our teaching
- Make learning in history engaging and exciting and provide experiences to live out history
- Each unit of work also details the specific Historical skills and the specialist vocabulary that is to be taught
- Make extensive links with the locality and features within it
- Historical teaching may make use of current news items that are relevant to the learning of the subject.

The Impact

The sequence of learning that we deliver will build up contextual and conceptual knowledge in the minds of our pupils. By the end of KS2, the pupils will have a coherent and chronological understanding of British History, Ancient Civilisations, Beyond 1066, knowledge of the Greek legacy and Local History.

Through their discussions, work and on-going assessments our pupils will demonstrate the ability to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgment about their past, the History of their families and communities and that of the wider world.

Curriculum

Early Years

- i) People and Communities.

Pupils are given the opportunities to talk about the past and present events in their own lives and in the lives of family members. They will know about similarities and differences between themselves and others, and among families, communities and traditions.

ii) The World

EYFS pupils will learn about similarities and differences in relation to places, objects, materials and living things and they will talk about the features of their own immediate environment and how environments might vary from one another.

Key Stage 1

At St. Matthew's, pupils develop an awareness of the past, using common words and phrases relating to the passing of time. They learn about 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 also use a wide vocabulary of everyday historical terms. They are encouraged to ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They pupils also understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Key Stage 2

Pupils 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 are given opportunities to note connections, contrasts and trends over time and develop the appropriate use of historical terms. Within our scheme of learning the pupils are regularly addressing and sometimes devising historically valid questions about change, cause, similarity and difference, and significance. They also construct informed responses that involve thoughtful selection and organisation of relevant historical information. They understand how our knowledge of the past is constructed from a range of sources.

Ensuring continuity and progression in learning

- Whilst knowing more is an integral part of continuity and progression, it is nevertheless just one element of it and merely sequencing subject content will not ensure on its own that our pupils become better Historians. To ensure continuity and progression for all pupils the curriculum is carefully organised EYFS – Year 6 to ensure that our pupil's knowledge and understanding of geography develops because:
- Expected subject outcomes in terms of developing as a young Historian increase in complexity and level of challenge as detailed above and are used as the starting point for all planning of content delivery and learning and teaching enquiries;
- There is increasing breadth and scale of study through the curriculum moving progressively from own and family History to local, regional, national and global perspectives informed by the guidance of the National Curriculum;
- The curriculum becomes progressively more complex developing from discrete facts and bodies of information to conceptual awareness and generalised knowledge about more abstract ideas; therefore, our curriculum has been planned so that these concepts are revisited and built upon throughout KS1 and KS2. For e.g. in KS1 the pupils begin to learn about the history of Blackburn as a mill town. They find out facts about what it was like for children and begin to understand that life was very different to theirs. In KS2, this knowledge is built upon and pupils are taught about the impact Blackburn had on the industry as a cotton town, they use historical sources to find out and reflect on the ethics of practice within the workhouses that were in their area
- The mastery and application of historical tools and skills occurs in more precise and complex contexts;
- The focus of what pupils learn becomes gradually more issues based enabling them to explain links, patterns and processes and be more informed and mature in their thinking and self-reflection in terms of recognising the importance of attitudes and values about contested matters.

Topic Enhancements

Where possible, teachers enhance the learning by organising trips places of interest to increase the understanding levels amongst pupils. These could include museums, local historical sites, and mills/ex-workhouses. Where this is not possible, another method of adding a wow factor to lessons will be planned. This could include a Viking warrior visit, having Victorian- themed school day, dressing up as Roman governors, holding an Ancient Greek Olympics day or setting up a display of old toys. High quality artefacts/replicas and resources area central part of how our History topics are enhanced.

Technology

Where possible, films, audio and websites will be used to illustrate teaching points. Pupils will also use ICT to create their own resources to reflect their learning. This could include posters using PPT, blog/Vlogs of a day in the life of ..., and photographs

Health and Safety

The School's policy for visits and excursions will be adhered to for all trips. A copy of the Health and Safety policy can be found in the school office. This is supplemented with county guidance concerning Educational Visits.

Record Keeping and Assessment

The History co-ordinator will oversee planning and monitor pupil's work. At the end of each unit, the key knowledge, understanding and where appropriate fieldwork skills will be assessed by the class teacher. The teacher will assess the child as either working towards the expected level, attaining the expected level or exceeding the expected level and a step will be given on our School's recording template on Target Tracker

Assessment will be undertaken using the following methods:-

- Observation of pupils
- Talking with pupils
- Marking written work
- Self-assessment
- Peer assessment
- The evaluation of discussion

Please also refer to the School Assessment Policy. As well as the above, the pupils will take their History books to the following year and this will provide another means of continuity and progression across a phase/stage

Equal Opportunities

We believe that all children irrespective of background, race, gender and capability should have equal access to the curriculum as stated in each curriculum policy.

The school makes every effort to respect and reflect pupils' religious beliefs and take community views into account when teaching History. A copy of the school's equal opportunities policy can be found in the school office.

Role of the Subject Leader

The Subject Leader for History leads the maintenance and development of the subject. They are responsible for assuring quality and standards in the subject by:

- Taking the lead in the development, evaluation and amendment of schemes of work as and when necessary.
- Identifying training needs of staff through monitoring and performance management review.
- Keep up to date with matters relating to History by attending SIG network meetings.
- Carry out audits of resources on an annual basis and keep atop of these for the delivery of the curriculum
- Acting as a consultant to colleagues on resources, fieldwork possibilities, curriculum changes, classroom teaching ideas and provide training as and when this is required
- Monitoring and evaluating pupils' work, colleagues' planning and classroom teaching.

Revised and accepted by the Governors July 2020

Last reviewed: July 2020