

# St Peter's C of E Primary School



## History Policy

### Vision Statement

#### **'Faith, Family, Future'**

Jesus built his church upon the strength of St Peter – who was his rock. At St Peter's, we provide a solid foundation on which our community thrives through our rich, aspirational curriculum. As a family, we nurture and unlock individual potential through mutual love and respect; enabling all to flourish now and in the future.

**'Each of you should use whatever gift you have received to serve others'**

### **1 Peter 4 v10**

#### Rationale

History fires children's curiosity about the past in the United Kingdom and the wider world and plays an essential part in preparing them for living and working in the contemporary world. It enables them to see the influence the past has on their lives and where they live. They begin to find out that they are part of a community, a country and a wider world with their own heritages and history. In history, children learn to find and sift through evidence, weigh it up and reach their own conclusions. We aim for our History curriculum to inspire children's curiosity to know more about the past, helping them gain an understanding of the complexities of people's lives and the process of change, as well as understanding their own identity, their place in society and the challenges of their time. As they do this, children develop a chronological framework for their knowledge of significant events and people. They see the diversity of human experience, and understand more about themselves as individuals and members of society.

#### Aims and Objectives for the Teaching of History at St. Peter's CEP School

The National Curriculum aims for History are 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 history of the wider world: the natures 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 contrast, analyse trends, frame historically-valid questions and create their own constructed 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

At St Peter's we aim for our History curriculum to:

- instil curiosity and understanding of events, places and people in a variety of times and environments
- teach children to understand cause, effect and consequence
- develop an interest and appreciation of human achievements and aspirations
- teach children about the major issues and events in the history of our own country and of the world and how these events may have influenced one another
- develop a knowledge of chronology within which the children can organise their understanding of the past
- teach children to understand how the past was different from the present and that people of other times and places may have had different values and attitudes from ours
- develop understanding of the nature of evidence by emphasising the process of enquiry and by developing the range of skills required to interpret primary and secondary source materials; distinguishing between historical facts and the interpretation of those facts
- encourage a sense of awe and wonder, stimulating children to continue their learning into adulthood

### Teaching and Learning

Whole-class teaching methods combine the development of skills with enquiry-based research activities. We encourage children to ask, as well as answer questions about the past. We aim to develop the children's knowledge, skills and understanding in history by using a variety of teaching and learning styles and through the use of resources including artefacts, photographs, visitors, books, IT and museum visits. Role-play is used to support children in exploring historical events and experiences.

In the Early Years Foundation Stage, history makes a significant contribution to the development of each child's Understanding of the World under the heading 'People and Communities'. We provide activities that support looking at change over time by using stories that introduce a sense of time, finding out about people from the past, comparing artefacts from different times and making the most of opportunities to value histories from their own and other cultures.

In Key Stage 1 pupils begin to understand the concepts of past, present and future and develop an understanding of their own and their families past. Children learn about peoples' lives and lifestyles by finding out about significant people and events from the past. They listen and respond to stories and use sources of information to help them ask and answer questions. They learn how the past is different from the present.

In Key Stage 2, history is about developing knowledge, skills and understanding of significant people, events and places from both the recent and more distant past. Children learn about change and continuity in their own area, in Britain and in other parts of the world. They look at history in a variety of ways; from political, economic, technological, scientific, social, religious, cultural or aesthetic perspectives. They use different sources of information to help them investigate the past, using dates and historical vocabulary to describe events, people and developments. They learn that the past can be represented and interpreted in different ways

### Planning and Organisation

At St Peter's CEP School, we follow the Kapow Scheme of work for History. Teachers use this scheme to plan specific activities and open-ended learning opportunities, providing children opportunities to develop skills and foster a positive attitude to learning. Clear achievement goals are set in the planning, that reflect the knowledge and skills children need to progress. The scheme, and teachers' use of it, ensures that the work and expectations match pupils' abilities, experience and interests; demonstrating clear progression, continuity and subject coverage throughout the school. Careful long-term planning ensures breadth and balance; ensuring that the units of work are varied and provide a range of foci as children move progress through each year group. Historical themes run through the scheme allowing children to make connections. The curriculum includes the role of women and black and ethnic minority people/groups in history. Due to the mixed year groups, we run a two-year planning cycle of design and technology topics in Key Stage 2 to ensure coverage.

### SEN/Able/EAL Pupils

We recognise that there are children of widely differing abilities in all classes and we ensure access to learning for all children by scaffolding their learning as needed. Any child may need extra support to understand a concept or to master a new skill and so scaffolding is available to any who may require it.

In order to ensure inclusion and engagement across all ability levels, tasks are often open-ended, facilitating a range of outcomes and results; tasks are pitched to build on children's existing knowledge and understanding and, when necessary, pupils are paired or grouped sensitively. Support is put in place for children who have English as an additional language, this may be in the form of translations, word banks, pre-teaching of vocabulary or substitution tables.

### Monitoring and Assessment

Formative assessment takes place in a variety of ways in history, including the use of written work, discussions and observations. Assessment is built into the planning of learning experiences and allows for the teacher to use these for future planning. Children are encouraged to improve their own learning performance, allowing them to evaluate their own work in order to understand what they need to do to make improvements. Children's learning is documented in books as well as through the Seesaw app.

### Monitoring and Assessment

Formative assessment takes place in a variety of ways in history, through the progression of skills as well as the children's ability to express the understanding of historical events and concepts. Assessment is built into the planning of learning experiences and allows for the teacher to use these for future planning. Children are encouraged to improve their own learning performance, allowing them to evaluate their own work in order to understand what they need to do to make improvements. At the end of each topic a summative assessment activity is carried out in the form

of a quiz through which the children can show what they have remembered and learned, these results are recorded using the Kapow scheme's assessment documents.

### Retrieval Practice

Children revisit previous learning as they move through the school. Low stakes quizzes on Kahoot! are created at the end of topics which can be used for future retrieval practice. Memory Maps of learning are created using working walls, key learning and vocabulary in order for children to revisit their learning as they move through the year groups. Both quizzes and Memory Maps are created for each year group and move through the school alongside them.

### Monitoring and Review

- The history leader, as well as the curriculum leader, is available to support teachers with their planning and teaching of history.
- Planning, teaching and learning is monitored and reviewed to ensure children are accessing the history curriculum.

**Reviewed November 2022**