



'Starting the journey well'

As a Church of England community school, we ***believe*** we can impact God's world for good, ***grow*** in learning, love, wonder and faith and ***seek*** together to flourish in the fullest way possible.

History Policy

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CC Definition: **History** is the study of past events through sources.

Intent

In the heart of the east end of London, with history on our doorstep, at 313 years old Christ Church Primary School stands proudly as one of the oldest schools in Tower Hamlets. Grown with inclusivity cemented within its foundations, our school has adapted and flourished with various religions, cultures and ethnicities leaving their mark. We aim to inspire our children to understand how this diversity has contributed to our community and we use this as a catalyst to spark their curiosity to understand how previous civilisations have affected our world today. Our history curriculum provides the perfect opportunity for children to develop this sense of belonging and also the understanding that there is someone or something more than 'just me'. Our topic-based approach is designed to develop knowledge, oracy and skills that are progressive, as well as transferable. We ensure that each pupil leaves school with a secure understanding of not just the chronology of significant events in British and world history, but also with an appreciation of significance and time scales. We develop pupils who have lively and enquiring minds to constantly question the authenticity and reliability of primary and secondary sources through discussion, debate and questioning. With these essential skills, each pupil is inspired to want to know more about the past, build on their 'Forever Knowledge' and to think and act as historians.

Curriculum

EYFS (updated for new framework)

Within the Early Years Foundation Stage, history makes a significant contribution to developing a child's understanding of the world around them. Children are encouraged to talk about the past and present events in their own lives and of those in their families. They begin to gain knowledge through activities such as:

- looking at pictures of famous people in history
- listening to stories and memories of older people
- role play activities
- sequencing events to gain a sense of time

Key Stage 1

Children's historical learning in Key Stage 1 starts by thinking about their own personal history and that of their locality. They should begin to acquire a sense of time and learn that there is a 'past' beyond living memory. We focus on developing children's awareness of history, using common words and phrases relating to the passing of time. Children should start to ask questions, choose and use parts of stories and other sources to show that they know and understand features of key events. They will understand some of the ways in which we find out about the past and identify different ways in which it is represented through a variety of sources and information. Children should begin to make comparison between the past and the present.

Key Stage 2

During Key Stage 2, pupils build the skills, knowledge and understanding they have acquired in greater depth about the people and important events from recent and more distant times in their local area and in other parts of the world. They develop and consolidate their understanding of chronology, key dates and related vocabulary. Children are taught to be aware of bias and that historical events can be interpreted in different ways. They learn about historical enquiry and the importance of extracting information from a range of sources and evidence. Throughout Key Stage 2, they are taught how to organise and communicate their understanding in a variety of ways.

Spiritual, Moral, Social and Cultural opportunities

At Christ Church Primary, we aim to develop SMSC through history by:

- nurturing their understanding of how and why key events have happened

- developing open mindedness when considering the actions and decisions of people from the past
- encouraging pupils to think about what past societies have contributed to our culture today
- developing a better understanding of our multicultural society through studying links between local, British, European and world history
- inspiring children to understand that they too can create history
- ensuring that pupils are aware that as individuals, they can create a positive impact in today's world

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.

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 Year 1 – Year 6 to ensure that our pupil's knowledge and understanding of history 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 personal experiences 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;
- The mastery and application of historical I 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;
- 'Forever Knowledge' document

- As the children progress through the year groups, the discussions will gradually become more issue-based. The children will become more informed on worldly matters and mature in their thought process and self-reflection.

Marking 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 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.

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.

Inclusion – EAL, SEN/D, lowest 20%, exceeding

At Christ Church Primary School, we recognise the need to cater for children with special educational needs. Work is differentiated to assist in children's learning in terms of:

- learning outcomes
- tasks
- teaching methods
- resources

Tasks can be broken down into small steps, giving children achievable goals. Vocabulary can be pre-taught. Word banks and visual cues can be provided, using symbols and words. Activities should reinforce children's understanding of the subject. The more able children should be given open-ended tasks and opportunities for further research and more challenging study.

Job Description

The History co-ordinator 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.
- Acting as a consultant to colleagues on resources, fieldwork possibilities, curriculum changes, classroom teaching ideas.
- Monitoring and evaluating pupils' work, colleagues' planning and classroom teaching.

Non-Negotiables

- Children know the definition of history– displayed (Include differentiated definitions)
- History written in margin
- Teachers plan using the skills progression document
- 'Forever Knowledge' document stuck in topic books at the beginning of a topic – referred to each lesson to revise and
- Starter to lesson weekly quizzes to revise knowledge. Even when you are not doing history.
- Skills progression documents included in assessment folders
- Oracy prompts included in most lessons
- 1 piece of cross curricular writing per term (non-fiction)
- Focus on career paths
- Expectations around field work, trips, visitors
- WALTs are mostly skills-based
- 1 x ERIC reading session