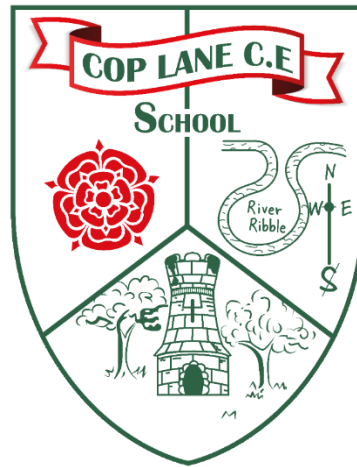


Cop Lane C.E Primary School



History Policy

March 2024

This policy is embedded in our school's mission statement and distinctive Christian vision:

A welcoming Christian community, committed to one another, giving our very best at all times.

Our church school is a welcoming and caring Christian family where everyone is valued and supported so that they can flourish. We aim to instill a lifelong love of learning and nurture everyone's individual talents. Through Jesus Christ, our aspirations, hopes and dreams can be achieved.

'I can do all things through Christ who strengthens me.'

Philippians 4.13

Vision

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

Marcus Garvey

At Cop Lane C.E. Primary School, we have set out the following vision: History is about real people who lived and real events which happened in the past. History is concerned with sequence, time and chronology and is the study of evidence about the past; it gives us a sense of identity, set within our social, political, cultural and economic relationships. History fires the children's curiosity about the past in Britain and the wider world and plays an essential part in preparing us for living and working in the contemporary world. Pupils consider how the past influences the present, which past societies were like, how these societies organised their politics, and what beliefs and cultures influenced people's actions. 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. What they learn can influence their decisions about personal choices, attitudes and values. In history, children find evidence, weigh it up and reach their own conclusions. To do this they need to be able to research, sift through evidence, and argue for their point of view – skills that are prized in adult life.

Purpose of Study

A high-quality education will help pupils to 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 peoples' 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

Intent

- Pupils develop both substantive knowledge and disciplinary knowledge. They learn about history itself, as well the skills to engage with history.
- Pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world.
- Pupils develop a curiosity about the past, asking and answering perceptive questions.
- Pupils can answer questions by thinking critically, weighing evidence, sifting arguments, and developing perspective and judgement.
- Pupils see themselves and their cultural identity reflected in the history that they learn about.
- Our history curriculum is relevant and meaningful to our pupils, resulting in them knowing more, remembering more and understanding more.
- To foster in children an interest in the past and to develop an understanding that enables them to enjoy all that history has to offer;
- To enable children to know about significant events in British history, to appreciate how things have changed over time and understand how Britain has influenced the wider world.
- To develop a sense of chronology and understand how they fit into the framework of the past, present and future.
- To know and understand how the British system of democratic government has developed and, in doing so, to contribute to a children's citizenship education.
- To understand how Britain is part of a wider European culture and to study some aspects of European history.
- To have some knowledge and understanding of historical development in the wider world, including ancient civilisations, empires and past non-European societies.
- To help children understand society and their place within it, so that they develop a sense of their cultural heritage;
- To develop in children the skills of enquiry, investigation, analysis, evaluation and presentation.

- To ask historical questions and create their own structured accounts, including narratives and analysis.
- To gain and use historical vocabulary.
- To gain historical perspective by placing their growing knowledge into different contexts.
- To understand historical concepts such as continuity and change, cause and consequences and use them to make connections.

Implementation

At Cop Lane, our history curriculum is taught in a meaningful way so that pupils develop a love of learning and are able to engage thoroughly with history; learning to think like historians. To enable pupils to see the relevance of their learning, local history is taught in every year group. Both substantive knowledge and disciplinary knowledge are developed through the following strategies: -

- Knowledge concepts are threaded through the curriculum so that pupils are able to make links between areas of learning and time periods studied.
- Timelines are displayed in every classroom and referred to regularly so that pupils develop an awareness of chronology and an understanding of where their current learning fits into the 'bigger picture'.
- Key vocabulary is identified and taught in every unit so that pupils learn to use historical vocabulary both to express what they have learnt and to make links between historical time periods and concepts.
- Enquiry questions are used in each topic to help focus pupils' learning on key knowledge and skills.
- Diversity is embedded throughout our whole history curriculum to ensure that all pupils are able to see themselves, and their cultural heritage, represented in the history that they learn about.

Impact

- Pupils know more, remember more and understand more about Britain's past and that of the wider world.

- Pupils are able to think like historians, identifying and then following a line of enquiry.
- Pupils have a sound understanding of chronology and can see where their current learning fits into the 'bigger picture'.
- Pupils understand and use historical vocabulary articulately to demonstrate their learning about time periods, events and individuals studied.
- Pupils are able to use and analyse a range of historical resources.

Curriculum

The children undertake a broad and balanced programme that takes account of abilities, aptitudes and physical, emotional and intellectual development. Through history the children learn a range of skills, concepts, attitudes and methods of working.

EYFS

We teach history in reception class as an integral part of the 'Understanding the World' work covered during the year. As the reception class is part of the EYFS, we relate the history side of the children's work to the objectives set out in the Early Learning Goals (ELGs), which underpin the curriculum planning for children aged three to five. History makes a significant contribution to the ELG objectives of developing a child's knowledge and understanding of the world through activities such as exploring historical artefacts, looking and discussing pictures of famous people in history or discovering the meaning of new and old in relation to their own lives. Historical vocabulary is also introduced and developed to enable children to discuss their ideas fully.

KS1

The National Curriculum Programme of Study at Key Stage 1 focuses on developing children's 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 into a chronological framework and identify similarities and differences between ways of life in different periods. Children should use a wide vocabulary of everyday historical

terms. They should understand some of the ways in which we find out the past and identify different ways in which it is represented.

In planning to ensure the progressions described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at Key Stage 2.

Pupils should be taught about:

- Changes within living memory
- 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
- Significant historical events, people and places in their own locality.

KS2

The National Curriculum Programme of Study at Key Stage 2 should continue to allow children 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. Children 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. In planning to ensure progression, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

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 at 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 civilisations – an overview of where and when the first civilisations appeared and a depth of study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.

Teaching and Learning Style

Adaptive Teaching

Our History curriculum is designed to be ambitious for **all** of our pupils. We adapt our History teaching and learning with consideration of the needs of pupils through the following adaptive teaching strategies:

- Explicit instruction – clear explanations, modelling and frequent checks for understanding.
- Cognitive and metacognitive strategies.
- Scaffolding through supportive tools and strategies.
- Flexible grouping.
- Using technology.

More Able

Additional challenge for more able children is provided by the class teacher. We aim to give the more able pupils the opportunity to extend their historical thinking and understanding through targeted questioning and activities that challenge their problem solving and enquiry skills.

SEND

Children are given access to history irrespective of ability, race and gender (see Equal Opportunities Policy). Teachers are responsible for the learning of all children in the class. This may involve formulating individual learning programmes for any children with particular needs.

Provision for pupils with Special Educational Needs is planned in line with the Code of Practice for SEND. Tasks are adapted and matched according to the abilities of the pupils.

History Curriculum Planning

At Cop Lane C.E. Primary School, History is taught through a thematic approach alongside Design & Technology, Geography and Art. Our Creative Curriculum is carefully planned to engage and excite all our learners, in order to provide the school with a high-quality curriculum, it is the driving force of our planning. Our long-term and medium-term plans map out the skills and themes covered each term for each key stage. These plans define what we will teach and ensure an appropriate balance of distribution of work across each term.

Teaching and Learning

The school uses a variety of teaching and learning styles in history lessons. Our principal aim is to develop the children's knowledge, skills and understanding in history and we use a variety of teaching and learning styles in our history lessons. We believe children learn best when:

- They have access to, and are able to handle artefacts
- They go on visits to museums and places of interest
- They have access to secondary sources such as books and photographs
- Visitors talk about personal experiences of the past
- They listen to and interact with stories from the past
- They use drama, IT and dance to act out/ report on historical events
- They are shown, or use independently, resources from the internet and videos
- They are able to use non-fiction books for research
- They are provided with opportunities to work independently or collaboratively, to ask as well as answer historical questions

Assessment/ recording/ monitoring

A Cop Lane C.E. Primary School assessment is an integral part of the teaching process. Assessment is used to inform planning and to facilitate differentiation. The assessment of children's work is on-going to

ensure that understanding is being achieved and that progress is being made. Feedback is given to the children as soon as possible and marking work will be guided by the school's marking policy. Assessments are recorded annually in the school's tracking system.

Roles and Responsibilities

The work of the subject leader is to monitor and support colleagues in the teaching of history, being informed about current developments in the subject and providing a strategic lead and direction for the subject in the school. As well as making its own distinctive contribution to the school curriculum, history contributes to the wider aims of primary education.

Resources

There is a range of age appropriate resources to support the teaching and learning of history, including the local area, across the school. Every class has access to the internet and there are class sets of iPads for teachers to use with their children. Visits are planned to enhance learning and give hands on activity. People with an interest, or expertise, in a particular topic or area of history could be invited into school to work with the children. These might be parents, grandparents, other family members, neighbours or representatives of the local community.

This policy was reviewed in March 2024 by Mrs Lucy Ball.

It will be reviewed again in March 2027 or sooner if needed.

(NB recommendation – on a three-yearly cycle)

Signed: *I. P. Ashmore*