



St Michael's C E Primary

Curriculum Policy: History

"We are the seeds. Our school is the good ground which provides everyone with all they need to grow and achieve." (Our children)

St Michael's is a Church of England Primary School built on distinctive Christian Values at the very heart of its community.

We will provide:

- a welcoming, inclusive school with strong relationships across our community, that celebrates diversity;
- excellent teaching with a nurturing approach, guiding first steps to next steps;
- an inspirational and challenging curriculum which ignites curiosity, encourages resilience and grows confidence so children become lifelong learners;
- a happy, safe and stimulating environment in which children can achieve their full potential;

So that our children will flourish in all they do and become good citizens

"And some seed fell on good ground. This seed grew and made 100 times more grain." (Luke 8:8)

Respect, Persevere, Achieve

History

To be read alongside school's Curriculum Aims, Teaching and Learning Policy and Assessment and Feedback Policy

Rationale

At St Michael's CE Primary School we follow the national curriculum and aim to stimulate children's interest and understanding about the lives of people who lived in the past and ways in which it differs from the present. We aim to promote and support the development of chronological understanding and diverse vocabulary through a history curriculum that values cross-curricular links wherever possible. We believe that learning about the past through educational visits, teaching and learning helps children to make sense of the world in which they live; allowing them to develop analytical thinking, while also gaining valuable cultural capital.

At St Michael's CE Primary School we believe that the study of History makes a valuable contribution to the children's understanding of all aspects of life giving a sense of identity and heritage. Through age appropriate topics and understanding of concepts such as leadership, motive and society, children analyse specific focus in each year group and develop their historical thinking. Our curriculum shows a progression of concepts, skills and thought processes that continues to grow and develop from EYFS onwards.

Aims/Intent

- To develop an interest in the past and an appreciation of human achievements and aspirations.
- To understand the values of our society.
- To gain develop and use a wide range of historically grounded vocabulary such as 'empire', 'civilisation', 'parliament' and 'peasantry'.
- To gain an understanding of local history and how events from the past helped to shape the present.
- To learn 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.
- To develop knowledge of chronology within which the children can organise their understanding of the past.
- To enable children to know about significant events in British history and to appreciate how things have changed over time.
- Children develop a range of skills and abilities - particularly those relating to finding out about the past, explaining what happened, and what people then, and now, think about what happened.

Implementation of the Policy

At St Michael's CE Primary School the teaching and learning of History focuses on enabling children to think as historians. History also contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that we use in English lessons are historical in nature.

Children develop verbal skills through discussing historical questions or presenting their findings to the rest of the class. They develop their writing ability by composing reports and letters and through using writing frames. At St Michael's CE Primary School History teaching contributes to the teaching of Mathematics in a variety of ways. Children learn to use numbers when developing a sense of chronology through doing activities such as time-lines. Children learn to interpret information presented in graphical or diagrammatic form.

At St Michael's CE Primary School we use ICT in History teaching where appropriate. Children use ICT in History to enhance their skills in data handling and in presenting written work, and they research information using the Internet.

At St Michael's Primary School History involves:

- Enabling children to find out about the past from a range of sources – using primary and secondary sources, handling artefacts, making use of local area and visits to museums and sites of historical significance.
- Children gaining and using descriptive, technical and conceptual vocabulary to develop their historical and chronological understanding.
- Developing children's understanding and skills in looking at and interpreting evidence including recognising that the past can be represented in different ways.
- Developing skills of research and note taking and to present findings in a variety of ways such as in written, oral or pictorial form as well as using ICT.
- Children identify why people did things, the main characteristics of different societies at different times including links between times studied.

At St Michael's CE Primary School teachers are responsible for including all or part of the five key elements of History over the course of the year. The key elements are intended as a guide to planning units of work. It may not be appropriate to include all five key elements within each study unit. The objectives of History teaching in the school are based on the requirements of the National Curriculum programmes of study for Key Stages 1 and 2. The History curriculum of the school will therefore help children to experience the following key aspects of the programme of study:

In both EYFS and Key Stage 1 and 2 children develop the five key elements of History which are:

- Chronological understanding.
- Knowledge and understanding of events, people and changes in the past.
- Historical interpretation.
- Historical enquiry.
- Organisation and communication.

All teachers plan sequences of learning in history so that they build on prior learning. Children of all abilities have the opportunities to develop their skills and knowledge in each unit and through planned progression we offer them increasing challenge as they move up through school. Teachers should access the band of objectives relevant to their year group. Teachers may select a context in which the objectives are taught.

Big Ideas in History

Significant people and events:

- Children explore key individuals and events in the past which have impacted upon life today

Exploring and travelling:

- Children examine cause and effect of how explorers travelled to new worlds or how settlers have invaded Britain.

Global impact:

Children find out about how ancient civilisations and cultures compared and impacted on life through the ages.

St Michael's Primary School Approach to History

At St Michael's CE Primary School, historical work undertaken within the school has been carefully organised to provide breadth and depth of knowledge and understanding as well as developing skills. Our knowledge rich curriculum places a strong emphasis on children memorising factual knowledge in a progressive sequence and then applying it skilfully and creatively within the framework of the given subject. The development throughout the two key stages builds on children's previous work.

For each topic we teach, we identify key factual knowledge we want the children to learn, which we have judged would support children in developing their further knowledge, skills and understanding. This comprises key vocabulary, key facts, process, explanations, some essential dates, people places and artefacts that help children access the learning that will take place in the lesson.

Personal Development

At St Michael's CE Primary School History contributes significantly to pupils' social, moral, spiritual and cultural development. The study of History involves a sense of curiosity and the mystery of how and why events in the past happened and raises questions as to what could have happened if events had had different results. Pupils are encouraged to explore the role played by important individuals, for good or ill, in the shaping of the world we live in. Pupils also reflect upon different interpretations of the past and how these interpretations have been arrived at. Through History lessons pupils are asked to consider and comment on moral questions and dilemmas. Events and beliefs in the past will often be at odds with what we would consider unacceptable today (and were to some people in the past also). Pupils will be encouraged to show compassion for people facing dilemmas and to empathise with decisions which people in the past made and the reasoning behind these decisions. Notions of right and wrong are explored in connection with events from the past, linking with the value of justice. In addition to this, pupils will study, and be encouraged to gain an understanding of and empathise with, people from different cultural backgrounds. They will examine how other cultures have had a major impact on the development of 'British' culture. Pupils develop a better understanding of our multicultural society through studying links between local, British, European and world history.

Assessment

At St Michael's CE Primary School we assess the children's work in History by making informal judgements as we observe the children during lessons. Using the age appropriate curriculum statements teachers ensure pupils have the opportunity to make progress in History through high quality planning which responds to pupils' needs.

Children are also regularly challenged with low stakes quizzes linked to the knowledge and concepts of their topic. This helps to embed understanding and allow teachers to make assessments throughout the topic and adapt to the children's needs.

Evidence of pupil achievement is located in the topic or History books. Staff will store digital evidence including photos and videos on a secure iPad or on the school network. Gathering qualitative evidence by speaking to pupils, scrutinising pupil's work and observing lessons gives the subject leader a clear overview of standards across school.

Before the end of each topic, on the second final lesson, children are assessed on their understanding. This can be done within the context of a further developed quiz, which encapsulates the learning of the topic, or by answering an enquiry based 'Big' question. After this assessment is completed, the teacher then has a final opportunity to plug any gaps for the children within a final session. Furthermore, children who have shown confidence in this assessment, are then given a final task to further challenge them.

Differentiation - scaffolding

At St Michael's Primary School we aim to encourage all children to reach their full potential through the provision of varied opportunities. We recognise that our curriculum planning must allow children to gain a progressively deeper understanding and competency as they move through our school.

More Able Learners

More able learners will be identified as part of our formative and summative assessment procedures. We will provide for their needs through a framework of high quality first teaching which focuses on ensuring the children are challenged appropriately. In addition, we will focus on developing their learning behaviours, including, greater reflection, problem solving and enquiry, making connections, higher order thinking skills and independent learning. The progress of more able learners will be rigorously tracked to ensure more able children reach their full potential.

SEND/Inclusion

Children who are identified as being on the SEND register will be given support as identified on their Individual Provision Map. A variety of support materials and advice are available from SENDCo, Mrs C Mackay. Children are supported in the first instance through quality first teaching. Lessons will be differentiated in line with the individual needs of the children. All provision for pupils with SEND is in line with the school's SEND policy.

Equal Opportunities

At St Michael's Primary School the curriculum for History will develop enjoyment of and commitment to stimulating the best possible progress and the highest attainment for all our pupils irrespective of social background, culture, race, gender, differences in ability and disabilities. All of our pupils have a secured entitlement to participate in music curriculum and our teaching approaches ensure the avoidance of stereotyping when planning work or organising groups. All the teaching staff agree that when using reference materials, they should reflect social and cultural diversity and provide positive images of race, gender and disability.

Resources

At St Michael's Primary School there is a range of resources to support the teaching of History across the school including a subscription to the Historical Association <https://www.history.org.uk/> . Specialist resources and equipment are stored around the school and should be returned after use.

Careers

At St Michael's all the areas of our curriculum support children's interest and understanding in careers and help to raise aspiration. Reference will be made to why historical skills are important for analysis and interpretation in many jobs and also which careers rely on the need to use these specific skills.

Monitoring and Evaluation

At St Michael's Primary School the History Coordinator monitors planning and assessments – evaluating medium term plans and taking note of annotations, amendments and suggestions made by class teachers. They ensure that the curriculum has been covered and that there are no gaps.

Sample photographs and videos of completed work and displays may be kept digitally by the Coordinator as a portfolio, in order to monitor and support the raising of standards in music within the school. The coordinator takes responsibility for addressing any needs or concerns that arise as a result of this monitoring.

To monitor and evaluate History, the History subject co-ordinator does the following:

- Develops good practice in their classroom.
- Co-ordinates and orders resources and managing the budget.
- Monitors planning and the delivery of the curriculum.
- Works together with colleagues to raise standards.
- Provides stimulus and inspiration.
- Ensures that the policy documents remain useful and current.
- Organises and supports in-service training in line with the SDP.
- Carries out annual history audit and action plan.
- Analyses cross school summative assessment data
- Conducts Topic book scrutiny to help improve practice and identify areas for development.

History overview

September 2020 and then September 2022

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
EYFS	How have I changed since I was a baby? (Sci)		Why do we wear different clothes at different times of the year?		What are our favourite celebrations each year? Which celebrations do we enjoy in our setting?	
KS1	Remembrance		Explorers		Grace O'Malley Should we call Grace O'Malley a pirate? (DT)	
LKS2	Stone Age to Iron Age (Sci/Art)		Roman Empire (Computing/Art)		Anglo Saxons The effects of Anglo-Saxon settlements in Britain. (DT/Art)	
UKS2	Vikings (DT/Art)		Theme: Journeys – the story of migration		Chronology – Numbers through time	

September 2021 and then 2023

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
EYFS	How have I changed since I was a baby?		Why do we wear different clothes at different times of the year?		What are our favourite celebrations each year? Which festivals do we enjoy celebrating with our families at home?	
KS1	The Great Fire of London (DT)		George Stephenson		Local History - Medieval	
LKS2	Theme: Transport (DT)		Ancient Greece		Local History – Victorian	
UKS2	Ancient Egypt (DT)		Maya (DT/Computing)		Local History – WWI and II (DT)	

History to alternate with Geography each half term

EYFS – Same themes each year with a different focus on alternate years

Historical Association: <https://www.history.org.uk/>

National Archives: <https://www.nationalarchives.gov.uk/>

<https://www.history-rocks.com/>