



St Cuthbert's Primary School

History Policy

Vision:

In our family school, we strive to be the best for today, for tomorrow, for ourselves, for each other, the wider world and for God.

As a Christian family we nurture an understanding that we are all of equal value and infinite worth.

In the safety of our unique family we will flourish and grow towards being Global Citizens and Courageous Advocates.

('You are now citizens together with God's people and members of the family of God'. Ephesians 2:19)

Mission statement:

Learning to love, loving to learn in the family of Christ.

('Encourage one another and build each other up'- 1 Thessalonians 5:11)

History Policy

Our Vision for History

In our unique school family, we strive to deliver inspiring and explicit teaching of history which fires children's curiosity about the past in Britain and the wider world. Using creative and cross-curricular themes children will learn about the diversity of human experience, the process of change and chronology of events set in the context of time. Through finding out about how and why the world, our country, culture and local community have developed, children will understand how the past influences their present day.

Our teaching of history will enable children to develop a context for their growing sense of identity and a chronological framework for their knowledge of significant events and people. This experience will give them rich knowledge, skills and understanding to interpret how the past can shape their own future choices, attitudes and values-impelling them to be the best for today, tomorrow, each other, the wider world and God.

We aspire to develop a school of historians; children immersed in and inspired by the past, brought alive by memorable learning experiences. As historians, our children will gain the ability to research, interpret evidence (including primary and secondary sources) and gain the necessary skills to think critically and argue for their point of view. Skills that will help them in their adult life, preparing them for living and working in the contemporary world as global citizens and courageous advocates.

Our Aims

The aims of history are:

- To instil in the children a curiosity and understanding of events, places and people in a variety of times and environments.
- To develop an interest in the past and an appreciation of human achievements and aspirations
- To understand the values of our society
- 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 a knowledge of chronology within which the children can organise their understanding of the past
- 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
- To understand 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

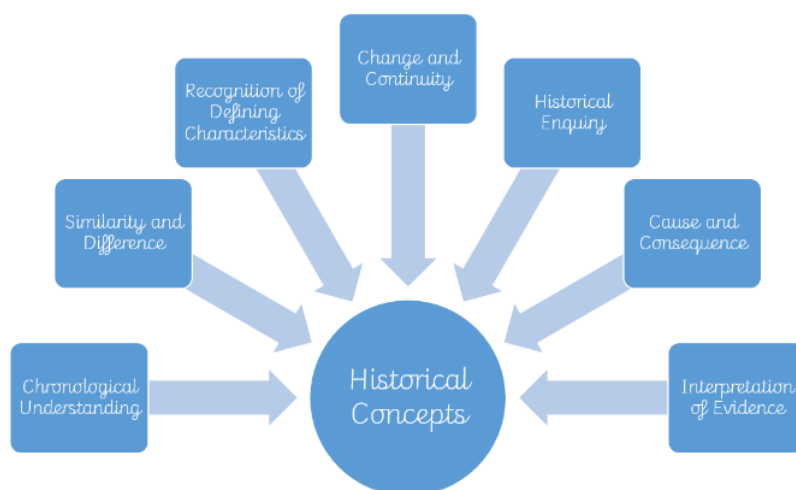
- To distinguish between historical facts and the interpretation of those facts
- To understand that events have a multiplicity of causes and that historical explanation is provisional, debatable and sometimes controversial

Knowledge at the Heart of the Curriculum

Learning knowledge is not an endpoint in itself, it is a springboard to learning more knowledge. Each unit in our overview is underpinned by rich, **substantive knowledge** and ambitious vocabulary whilst also ensuring children are developing their **disciplinary knowledge** (historical skills). Each unit of work is planned carefully to ensure concepts are taught in optimal order to support children's understanding. As well as developing a breadth of historical knowledge, we want our children to become skilful historians.

Each unit of work has an emphasis on historical enquiry where children investigate historically framed questions whilst also developing historical enquiries of their own. In addition to substantive and disciplinary knowledge, children will develop their experiential knowledge through museum visits, handling artefacts and engaging in carefully planned fieldwork.

Key historical concepts sit at the core of our curriculum to ensure the defining characteristics of the subject are ever-present.



Our curriculum is refined yearly, but it maintains a consistent knowledge base to ensure conceptual progression. We have identified a set of substantive key historical concepts, that children will repeatedly revisit throughout their time at St. Cuthbert's. Our

concepts are: **settlement, migration, religion, invention, invasion and societal change**. Each unit will not include every concept, but over a year, children will visit each one more than once. For example, in Year 4, children will encounter the concepts of invasion, societal change, settlement and invention when studying the Romans. In Year 5, children will revisit the concepts of societal change and invasion as they explore how Britain changed during the Dark Ages when the Anglo-Saxons arrived.

Linking Curriculum and Pedagogy

We have developed our pedagogy and curriculum to make learning stick. At the heart of our approach is retrieval practice and recapping. Retrieval practice involves deliberately recalling knowledge from memory to make learning more robust and flexible. Each time a memory is retrieved, it is strengthened and less likely to be forgotten. If we wish our curriculum to build over time, then we need to teach in a way that makes knowledge 'stick'. Units of work refer to learning from previous units to enable children to understand historical concepts such as 'continuity and change', and 'similarity and difference'. For example, when studying the Anglo-Saxons in Year 5, children make comparisons between Roman Britain (studied in Year 4) and Anglo-Saxon Britain.

Our teaching of history is driven by an enquiry approach that seeks to capitalise on children's curiosity and prior learning. Units of work are structured around an overarching historical enquiry to ensure teaching is focused and children are working towards a clearly defined outcome. The overarching enquiry is often broken down into small sub-enquiries to give children a sense of incremental progression and make learning large chunks of content more manageable.

Throughout their time in school, children will explore; →

- Historical Knowledge: Constructing the past Sequencing the past →
- Historical Concepts: Change and Development/Similarity and Difference Cause and Effect/ Significance and interpretations
- Historical Enquiry: Planning and carrying out a Historical enquiry Using Sources as evidence

Early Years Foundation stage

History is taught in Reception as an integral part of the topic work through child-initiated and adult led activities. The children are given the opportunity to find out about past and present events in their own lives, and those of their families and other people they know. In the Foundation stage, history makes a significant contribution to developing a child's understanding of the world through activities such as looking at pictures of famous people in history or discovering the meaning of new and old in relation to their own lives.

Their interest and curiosity will be developed and stimulated by a range of activities and responses to questions and statements made in the classroom. They will gather information from a variety of sources including; books, pictures, other people, apps/internet, artefacts, visitors and educational visits. They will become aware of and explore the differences in people. Their work should be recorded orally, through pictures, models and early writing.

Key Stage 1

Pupils will be taught about the past, using common words and phrases relating to the passing of time. They will learn 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 will be taught a wide vocabulary of everyday historical terms. Children will 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 will study some of the ways in which we find out about the past and identify different ways in which it is represented.

Key Stage 2

During Key Stage 2, pupils learn about significant people, events and places from both recent and more distant past. They 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, for example from political, economic, technological and scientific, social, religious, cultural or aesthetic perspectives. They use different sources of information to help them investigate the past both in depth and in overview, using dates and historical vocabulary to describe events, people and developments. They also learn that the past can be represented and interpreted in different ways.

Assessment, Recording and Reporting

At St. Cuthbert's, assessment is an integral part of the teaching process. Assessment is used to inform planning and to facilitate adaptive teaching. 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.

Assessment opportunities included in our curriculum are planned to have maximum impact on pupils. Each unit of study has a key assessment opportunity which links with our progression of skills framework that is cross-referenced to the National Curriculum. These assessment opportunities will enable the teacher to monitor progress made by individual pupils and review areas where the class or groups excels, or where areas of learning need to be revisited, developed and consolidated in a different context.

Each History unit of study will begin with a check in and end with a check out. These mini quizzes are based on the key knowledge set out in our medium term plans. This is the knowledge we want the children to know and remember. These are designed to enable pupils to assess their own progress in acquiring knowledge and to support retention of the information. As well as this they provide the teacher with a comprehensive understanding of what has been learnt as well as any aspects of learning that need revisiting and reinforcing.

Pupil Voice

We believe that if children have become knowledgeable historians, then they will be able to articulate their understanding with confidence. This is why pupil voice is an important tool in assessing whether children have made progress. If a child is able to confidently formulate and explain their own responses to an overarching enquiry, then the curriculum and its delivery have been successful.

Updating Documentation

This policy document will be regularly reviewed to assess its value as a working document. It will be modified as necessary according to experiences and change that may have taken place.