

Christ Church CofE Primary School

History Policy



Introduction

At Christ Church, we will ignite pupils' curiosity to know more about the past and equip them with the necessary skills they need to find the answers to their questions. We will help all children to develop an understanding of time, place, people and events. Through the use of historical enquiry, we will develop skills of questioning, thinking critically and weighing evidence. The teaching and learning of history will also help children to develop an understanding of how the events of the past have led to the development of the present day. It will help them understand who they are and how their environment and the world has changed over time.

We initially, based our curriculum on the Essential Curriculum by Chris Quigley. This has over time evolved to include a progression in vocabulary and the re-visitation of historical substantive concepts and disciplinary knowledge.

Intent

- To help all children develop a sense of the past and to develop a chronological framework for learning about life in past times.
- To have an understanding of chronology and how historical eras have impacted on the way people lived their lives.
- Understanding of the significance of religion at different points in history.
- Understand how agriculture, food and lifestyles change throughout history.
- Pupils will develop their understanding through planned, repeated encounters with these concepts through a range of contexts.
- To enable children to learn about famous people and their impact on our lives.
- To develop children's knowledge and understanding of the growth and development of our nation and its relationship with the rest of the world.
- To develop children's skills as historians to enable them to research and discover the past.

Implementation

- We will begin the teaching of history in Foundation Stage as the children begin developing their knowledge skills and understanding of the world by starting with the most recent past. We will use photographs, artefacts, visits out into the locality, and by talking to older people about 'then and now'.

- The programme of study will be adapted to suit our local context, capitalise on local resources and make learning relevant for our children. The scheme of work is designed so that pupils are increasingly challenged as they move through the school. We will provide differentiated learning and scaffolded tasks that enable all pupils to learn, including those with special educational needs (SEND). Where necessary, we pre-teach vocabulary and send knowledge organisers home prior to new learning. These include the sequence of enquiry and key vocabulary.
- Key principles of Metacognition will be used to inform the planning and delivery of the Geography curriculum. This will include frequent revisiting of topics, skills and themes from different viewpoints, interleaving learning over time and across different curriculum subjects. Knowledge organisers are shared before each new topic and are evident in all books at the start of a topic.
- Our pupils will be supported to become resilient learners.
- The Christian values which underpin every aspect of our school life have become curriculum drivers of the Geographical learning experiences of children across all year groups.
- Strong links will be made with the teaching of English. Stories, plays and poems set in different periods of history will be shared with the children.
- History will become a stimulus and a springboard for the development of oracy, writing and for the development of thinking and reasoning skills.
- The children will understand how North Shields has developed and changed over time by studying the area through topics such as World War 2 in Year 5 and the Fish Quay in Year 1.
- On every appropriate occasion, teachers will use first-hand experience, visits, visitors, artefacts and the local and wider environment to engage children's interest and imagination.
- Through their understanding of the past and of lives in different conditions, children will be encouraged to develop their feelings and 'empathy' for others.
- Through their understanding of the past, children will be helped to develop an understanding of their identity as a British subject, referring to British Fundamental Values where appropriate.

Our aim is for the children to embed and extend their understanding by regularly revisiting concepts over time, ensuring progression towards National Curriculum expectations for the end of each Key Stage.

- Assessment will be based on key skills and essential knowledge and understanding within the History NC programme of study. To ensure progression is clear, books are kept throughout each key stage –with each year, building upon prior knowledge and skills.

Impact

History will be fun. It will be used to promote excellence and enjoyment; it will have a strong presence in the ethos of the school through displays, performances, music, drama and assemblies. Pupils will develop an understanding of changes over time in people, places, landscape and culture. They will know about different periods in our history, people who brought about change and significant developments that changed Britain and the world. Our children will understand what it means to be a historian by analysing sources and artefacts from the past. They will understand how concepts change when re-visited during the study of a different periods of time.

November 2022

Date of next review - November 2024

C Pearce