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Governor/Committee <small>(where applicable)</small>	Curriculum

Our Vision:

Jesus said: *'I have come that they may have life and have it to the full.'*

Promoting *life-long learning*

Developing *life-giving relationships*

Exploring *life-enhancing faith*

Inspiring *life-enriching aspiration*

'Remember the days of old; consider the years of many generations; ask your father, and he will show you, your elders, and they will tell you.'

Deuteronomy 32:7

Introduction

The purpose of the study of History as set out in the National Curriculum is as follows:

A high-quality history education will help pupils 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 people's 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.

In our school this means from the Early Years through to the end of Key Stage 2 we aim to stimulate the children's interest and understanding about the life of people who lived in the past. We aim for the children to develop a sense of identity and a cultural understanding based on their historical heritage. We teach children to understand how events in the past have influenced our lives today; we also teach the children to investigate these past events and, by so doing, develop the key concepts and skills of enquiry, analysis, interpretation and problem solving. We use Chris Quigley's Essential Curriculum as a starting point and adapt as necessary to meet the needs of our pupils.

Threshold Concepts

These are the key aspects of History chosen to build conceptual understanding within the subject and are repeated many times over the course of the primary curriculum and beyond.

- **Investigate and interpret the past:** This concept involves understanding that our understanding of the past comes from an interpretation of the available evidence.

- **Build an overview of world history:** This concept involves an appreciation of the characteristic features of the past and an understanding that life is different for different sections of society.
- **Understand chronology:** This concept involves an understanding of how to chart the passing of time and how some aspects of history studied were happening at similar times in different places.
- **Communicate historically:** This concept involves using historical vocabulary and techniques to convey information about the past.

The Progression of the Curriculum

Progression of Skills

We sow the seeds of historical enquiry in the Early Years, through the umbrella of Knowledge and Understanding of the World. 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 through child-initiated and adult led activities.

In the subsequent year groups in Key Stage One and Key Stage Two, the historical skills become progressively more challenging and specific key vocabulary is introduced. History across the school is taught through a topic approach so that learning across subjects can be maximised e.g. texts chosen in English may be set in the historical period being taught; art work may take its inspiration from the period or help to express a key element studied and this may also be the case for Music or Design and Technology. However, this does not diminish the academic rigour of the History content pupils are taught and teachers always make pupils aware when they are studying the subject of History and how they are developing the specific skills of historians.

We believe progression in the study of History is not just learning *about* different time periods but understanding how they fit together and how they relate to the present day and what can be learned *from* the past. It is also crucial that pupils are taught the historical skills of enquiry and to weigh evidence and sift arguments, evaluating their sources of evidence and to think critically about their findings. A broad progression of those skills is detailed below:

	To investigate and interpret the past	To build an overview of world history	To understand chronology	To communicate historically
Year 1 and 2	Observe or handle evidence to ask questions and find answers to questions about the past. Ask questions such as: what was it like for people? What happened? How long ago? Use artefacts, pictures, stories, online sources and databases to find out about the past. Identify some of the different ways the past has been represented.	Describe historical events. Describe significant people from the past. Recognise that there are reasons why people in the past acted as they did.	Place events in order on a time line. Label time lines with words or phrases such as: past, present, older and newer. Recount changes that have occurred in their own lives. Use dates where appropriate.	Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. Show an understanding of the concept of a nation and a nation's history. Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, war and peace.
Year 3 and 4	Use evidence to ask questions and find answers to questions about the past. Suggest suitable sources of evidence for historical enquiry in order to gain a more accurate understanding of history. Describe different accounts of an historical event, explaining some of the reasons why the accounts may differ. Suggest causes and consequences of some of the main events and changes in history.	Describe changes that have happened in the locality of the school throughout history. Give a broad overview of life in Britain from ancient until medieval times. Compare some of the times studied with those of other areas of interest around the world. Describe the social, ethnic, cultural or religious diversity of past society. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.	Place events, artefacts and historical figures on a time line using dates. Understand the concept of change over time, representing this, along with evidence, on a time line.	Use appropriate historical vocabulary to communicate, including: Dates, time period, era, change, chronology. Use English, Maths and Computing skills to a good standard in order to communicate information about the past.
Year 5 and 6	Use sources of evidence to deduce information about the past. Select suitable sources of evidence, giving reasons for choices. Use sources of information to form testable hypotheses about the past. Seek out and analyse a wide range of evidence in order to justify claims about the past. Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. Understand that no single source of evidence gives the full answer to questions about the past. Refine lines of enquiry as appropriate.	Identify continuity and change in the history of the locality of the school. Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times. Compare some of the times studied with those of the other areas of interest around the world. Describe the social, ethnic, cultural or religious diversity of past society. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.	Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural) Identify periods of rapid change in history and contrast them with times of relatively little change. Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. Use dates and terms accurately describing events.	Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade and legacy. Use English, Maths and Computing skills to an exceptional standard in order to communicate information about the past. Use original ways to present information and ideas.

Planning

Our long term plans ensure our coverage meets the requirements of the National Curriculum and also the needs of our children. Teachers are able to see what has been taught previously and what the children will go onto learn in subsequent years. This is then reinforced through medium-term plans which map out the key content, skills, threshold concepts, themes, key threads and vocabulary covered each term for each key stage. These plans define what we will teach and ensure an appropriate balance and distribution of work across each term. We understand that for something to be learnt it must be part of a child's long term memory and therefore, teachers routinely activate prior learning so that children are able to make reference to recently taught lessons but also content taught in previous years to ensure we are supporting acquisition of long term learning.

Teaching and Learning Strategies

Teachers will seek opportunities for their pupils to:

- Develop an understanding of chronology
- Learn about individuals and events that have shaped modern society
- Develop an ability to investigate and interpret different versions of past events
- Evaluate and interpret historical evidence, including primary and secondary sources where possible.
- Explore places of relevance first hand through trips and visitors
- Meet with historians/ specialists to explore further their field of work
- Encourage children to understand other people, their beliefs, thoughts, values and experiences
- Utilise wider curriculum areas to further their historical understanding
- Develop the ability to communicate historical knowledge
- Develop an awareness of the world around them

- Develop an understanding of society and their place within it
- Develop knowledge and understanding of historical development in the wider world

Recording of History

Pupils are encouraged to record their work using a variety of methods and communicate their findings to others. These may include written or verbal reports, charts, collage, models, pictures and role play activities.

Assessment

Assessment is an integral part of the teaching process. Assessment is used to inform planning and to facilitate differentiation through scaffolding. The assessment of children's work is on-going to ensure that understanding is being achieved and that progress is being made. However, staff may use mini quizzes, spider diagrams or short assessment tasks to establish what children have retained and seek to revisit learning wherever possible. Staff use this information to identify children who are not working at age related expectations and therefore require appropriate support or scaffolding in future tasks, and also those for whom History is a strength area and may require further stretch and challenge. Feedback is given to children in line with our school's Teaching Learning and Assessment policy units of study

The long term plan showing how our history curriculum is carefully planned to ensure knowledge and skills build and are linked year on year, is available on our website and is regularly reviewed to meet the needs of our children.

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