



ST ANDREW'S CE PRIMARY SCHOOL
HISTORY POLICY
(ref: Teaching and Learning Policy)

Our Vision

At St Andrew's CE Primary School, we aim to bring children to a place where they can realise their full potential. Our Christian values are the foundation of all we do and each one is a facet of the central value, love, which 'always protects, always trusts, always hopes, always perseveres.' (1 Corinthians 13:7)

This Policy reflects St. Andrew's Church of England Primary School's Christian ethos and mission statement. It was written with our Christian values of Creativity and Perseverance in mind.

Aims and objectives of History

The teaching of History at St. Andrew's CE Primary School aims to stimulate the children's interest and understanding about the life of people who lived in the past and the events they witnessed. We teach children a sense of chronology and through this they develop a sense of identity and a cultural understanding based on their historical heritage. They learn to value their own and other people's cultures in modern multicultural Britain and by considering how people lived in the past, they are better able to make their own life choices today. We teach children to understand how events in the past have influenced our lives today and also teach them to investigate these past events. By so doing, we encourage the development of their skills of enquiry, analysis, interpretation and problem solving.

The aims of History in St. Andrew's CE Primary School are:

- 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 and to appreciate how things have changed over time.
- to develop a sense of chronology.
- to understand how Britain is part of a wider world culture
- to have some knowledge and understanding of historical development in the wider world.
- to help children understand society and their place within it so that they develop a sense of their own cultural heritage.
- to develop in children the skills of enquiry, investigation, analysis, evaluation and presentation.

Curriculum Rationale

Our vision is central to the curriculum at St Andrew's, linking why and how we teach, to provide positive outcomes for all children.

Intent of History Curriculum

Article 29 - You have the right to education which tries to develop your personality and abilities as much as possible and encourages you to respect other people's rights and values and to respect the environment.

- We want to engage pupils in memorable learning experiences across school.
- We will provide children with rich opportunities to explore a range of historical periods, events and people, making connections with their own lives.
- We want to provide children with opportunities to reflect on their own experiences, those of others, and ask thoughtful questions about the past.

- We want children to make comparisons between the past and present, and become aware how past choices have influenced both the present day and how they may affect the future.
- We want children to become aware that history is constantly all around us.

Implementation of History Curriculum

- Learning about and from a broad range of historical periods, events and people.
- Experiencing different historical periods, events and people through visitors and visits; including those within the local area, to become familiar with historical events more personal and relatable to themselves.
- Exploration of history through a range of high-quality resources.
- Learning about and investigating annual celebrations in addition to the core units of learning, such as Black History Month, Remembrance Day and Women's History Month. Learning about and celebrating the lives of influential people in history, in addition to the core units of learning.

Impact of History Curriculum

- Children are able to show understanding of a range of historical periods, events and people in creative ways and discuss the impact of these things on the lives of the people who lived during the periods when they occurred. Children will be able to use their understanding to develop their respect for others and some children will be able develop their personal beliefs as a result.
- Children are able to compare their own lives with those of the people they have learned about.
- They are able to ask questions about their own lives and those of the people around them, and how different historical events have impacted their way of living.
- Children will be able to learn *from* the past and consider how their actions may influence the future.
- Children will be inspired by the past and be eager to learn more.

Planning

At St. Andrew's School we teach the knowledge, skills and understanding as set out in the National Curriculum 2014.

As far as possible, teaching staff at St. Andrew's CE Primary School plan for a creative curriculum, linking themes and curriculum subjects together over each term (ref. year group topic webs). Our long-term and medium-term plans map out the themes 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. The long-term plan maps the History topics studied in each term during each key stage. The children may study History topics in conjunction with other subjects, for example event recounts in Literacy. In Key Stage 2 increasing emphasis is placed upon independent historical study. The medium-term plans give details of each unit of work for each term. The History Leader keeps and regularly reviews these plans. We plan the topics in History so that they build upon prior learning. Children of all abilities have the opportunity to develop their skills and knowledge in each

unit and through planned progression built into the scheme of work we offer them increasing challenge as they progress through the school.

The Early Years Foundation Stage

In EYFS, history is taught as an integral part of the topic work covered during the year. 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 is an element of the specific learning area 'Understanding of the World'. Children are given opportunities to explore artefacts and to talk about past and present events in their lives and in the lives of their family members.

Equal Opportunities and Inclusion

At St. Andrew's CE Primary School we teach history to all children, whatever their ability. History forms part of the school's curriculum policy to provide a broad and balanced education to all children. We provide learning opportunities matched to the needs of children with learning difficulties and we take into account the targets set for individual children in their Learning Plans (ref: Equal Opportunities, SEN policy).

Assessment, Recording and Reporting

At St Andrew's CE Primary School assessment is an integral part of the teaching process. Pre-assessment in the form of pupil voice and / or KWL grids is used to inform current knowledge, planning and to facilitate differentiation. The assessment of children's work is on-going to ensure that understanding is being achieved, progress is being made, and misconceptions are addressed. Feedback is given to the children as soon as possible, and marking work will be guided by the school's Marking Policy. Children are monitored on a regular basis to check progress. We encourage all pupils to take responsibility for their own and their peers learning. A range of Assessment for Learning strategies are used, for example peer marking – in KS2 the children regularly peer mark and are encouraged to comment on each other's work using vocabulary related to the skill taught, evaluation, self-assessments (children are encouraged to make personal assessments of their own work through evaluating activities and identifying what they need to improve), traffic lighting achievement against objectives and success criteria, the use of talk partners and end of unit teacher/pupil evaluation. Through these, both children and adults are able to recognise the progress being made. In KS1, pupil voice is a key tool to allow children of all abilities the chance to share their knowledge and progress.

Resources

There are resources available in school to support the teaching of all units that are covered across the key stages. KS1 keep resources specific to their units in their year groups. KS2 resources are kept in a central store, boxed and labelled for each unit. The library contains a supply of fiction and non-fiction topic books and there is a developing range of software to support children's individual research. The school works together with the local library to source a variety of books and resources to support children's learning.

Health, Safety and Wellbeing

Health, safety and wellbeing is paramount and a continuous strand of the curriculum. Teachers must be familiar with the current health and safety regulations and carry out risk assessments as and when appropriate. Teachers must ensure that children are aware of important health and safety issues when participating in particular investigative activities or class/school trips. Visits and visitors are a vital part of the History Curriculum. Children learn best when the learning environment is ordered and they feel safe, any visit should be well organised and provide a stimulating and valuable experience. The pupils should prepare well for the visit and, on their return, use the experience to good effect in the classroom. The class teacher, or leader, should plan the visit meticulously, with the pupils' safety and welfare paramount. Please see the Policy for Educational Visits for detailed information. There are two EVC (Educational Visits Co-ordinators) trained teachers in school. (ref: Health and Safety Policy)

Monitoring and review

The History Leader shares the responsibility with the Assistant Headteacher (Teaching and Learning) and the Headteacher for monitoring standards of children’s work and for the quality of teaching in History. The work of the History Leader also involves supporting 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. The History Leader meets the link governor three times per year to discuss the development of history in school.

Extra-curricular activities

During the school year a range of trips, events and activities is organised to enhance the curriculum, and to reflect current events such as: Dinosaur visit in year 1; Lincolnsfield in Year 3; Tudor Day in Year 4; local speakers during Black History Month and Remembrance; walks around Chinnor; Jubilee and Coronation celebrations.

Date: July 2023

Review date: July 2026

Signed: _____  **Seb Hearmon (Chair of Governors)**