

‘Learn, Pray, Care & Play’

Our church school through its Christian values and caring community seeks to inspire each individual to achieve and grow.

# History Policy

The National Curriculum states that:

*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.*

This policy will reflect the Anti-Bullying Policy of this school and will be reviewed as appropriate.

The Purpose of studying History:

At St. John’s C of E, Cliviger, we follow the National Curriculum Programme of Study for History.

Our History topics consider the children’s interests, as well as the context of the local area. The history curriculum at St. John’s is carefully planned and structured to ensure that current learning is linked to previous learning.

Scheme of work:

As a school, we follow The Learning Challenge Curriculum, Focus Education. Our curriculum is carefully planned to engage and excite all our learners, in line with our Adventurous Afternoons. Our long-term plans map out the themes covered each term for each year group. These plans define what we will teach and ensure a clear, full coverage of the national Curriculum. Each topic starts with a composite question, linked to an area of the National Curriculum, then 4 or 5 subsidiary questions for a focus for each lesson. This helps support pupil’s knowledge and ability to remember key information. Do more, and remember more!

Monitoring takes place regularly through sampling children’s work, teacher planning and lesson observations.

Breadth of study

Aims:

The national curriculum for history aims to ensure that all pupils:

* Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world.
* Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.
* Gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’.
* Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.
* Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.
* Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

**EYFS**

The Early Years Foundation Stage (EYFS) follows the Early Years Foundation

Stage Curriculum 2021 statutory guidance which aims for all children in reception to have an understanding of the world focusing on ‘Past and Present’.

They will be able to talk about the lives of people around them and their roles in society. They will know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class and they will understand the past through settings, characters and events encountered in books read in class and storytelling.

**KS1**

**Pupils are taught**:

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know 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 should use a wide vocabulary of everyday historical terms. They should 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 should understand some of the ways in which we find out about the past and identify different ways in which it is represented. In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Pupils should be taught about:

* changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.
* events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries].
* the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell].
* significant historical events, people and places in their own locality.

**KS2**

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

**Pupils are taught**:

Pupils should be taught about:

* changes in Britain from the Stone Age to the Iron Age Examples.
* the Roman Empire and its impact on Britain.
* Britain’s settlement by Anglo-Saxons and Scots.
* the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.
* a local history study.
* a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066.
* the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.
* Ancient Greece – a study of Greek life and achievements and their influence on the western world.
* a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

 **Assessment, recording and reporting**

The National Curriculum states that:

‘By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant (History) programme of study.’

Assessment is used to inform future planning and to provide information about individuals throughout their time in this school. Our methods of assessment include: -

* Teacher observations of pupils.
* Teacher/pupil discussions.
* Teacher questioning.
* Self-evaluation.
* Children’s books.
* Use of ICT.
* Termly assessment against key objectives for a unit of work.

At the end of Key Stage 2 it is expected that most of the children will achieve the expected standard, if not above this. However, all children will be encouraged to fulfil their whole potential in History and do this to the best of their ability.

**Equal Opportunities**

At St John’s, we are committed to providing a teaching environment which ensures all children are provided with the same learning opportunities regardless of social class, gender, culture, race, special educational need or disability. Support for specific individuals is well considered and planned for, with consideration given to how deeper learning and further challenge can be provided for and demonstrated by children who require further challenge.

**Time Allocation**

History lessons are allocated to a minimum of 3 half terms.

**Online safety**

At St. John’s we understand online safety is paramount in an ever-changing world. We continue to ensure all children are safe in education and, following closely the Online Safety Policy. This is also in accordance with our Safeguarding Policy and in line with the Keeping Children Safe in Educations Act.

### Resources

Each teacher is able to access The Learning Challenge Curriculum, where planning and resources are provided. There are a range of resources to supplement The Learning Challenge Curriculum in each classroom and in the Curriculum Den.

**INSET/training provision**

INSET is made available according to the needs identified in the School Improvement Plan, Teaching and non-teaching staff are encouraged to request any training they feel is appropriate to their needs and it is provided if possible. Information and ideas from courses, that staff have attended, are passed on and discussed at Curriculum Development Meetings.