



St Mary's CE Primary School

N8 7QN

# History Policy

Jesus said, "Love one another as I have loved you." (John 15:12)

## Our Vision

As we love, we flourish

As we flourish, we aspire

As we aspire, we achieve

Together, we are a family.

Friendship, Compassion, Hope, Wisdom, Community,  
Endurance.

Through our daily school life at St Mary's Church of England Primary School we encourage our children to build respectful friendships and demonstrate compassion towards others. Through this we build a strong community spirit, as together we are a family. Our teaching and learning provides the children with the wisdom and endurance they need to expand their minds socially, morally and academically so allowing them to achieve and flourish and fulfil 'Life in all its Fullness.' (John 10:10). We encourage our children to demonstrate and develop a dignity in their work and themselves which enables them to hope to aspire to be the best they can possibly be.

*"We are not makers of history.  
We are made by history."*  
**Martin Luther King, Jr.**

### **The new National Curriculum states:**

A high-quality history education will help children gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire children's curiosity to know more about the past. Teaching should equip children to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps children 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.

### **Aims and Objectives:**

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

- 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 understand 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

### **Intent:**

The aim of history teaching at our school is to stimulate the children's interest and understanding about the life of people who lived in the past. Our history curriculum will engage and inspire curiosity, while encouraging children to think critically and ask questions. Through our history curriculum, we also aim to

teach children the importance of enquiry, research and analysis; and teach an understanding of the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups.

**Our aim is to ensure that all children:**

- have access to a curriculum that is ambitiously broad in scope that will engage and inspire curiosity in our children
- are encouraged to think critically, ask questions and make links to other areas of their learning
- have opportunities for enquiry, research and the skill of analysis
- are able to gain a multi-faceted understanding of empires, conquest, oppression and power structures so as to understand the complexity of people's lives that lived in the past, the processes of change and the ability to find similarities and differences
- begin to make links with migration and the diverse cultural experiences of those caught up in migration, settlement, and conquest, through revisiting these issues repeatedly
- recognise themselves (diverse ethnicities) and their families in the history that they learn
- understand the chronology of events from the earliest civilisation to the most recent events

**Implementation:**

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. Thus, 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.

In our school, history makes a significant contribution to social, moral, spiritual and cultural education by teaching how Britain developed as a democratic society. We teach children to understand how events in the past have influenced our lives today; we also teach them to investigate these past events and, by so doing, to develop the skills of enquiry, analysis, interpretation and problem-solving.

History teaching focuses on enabling children to think as historians. We place an emphasis on examining historical artefacts and primary sources, allowing them to learn through discovery. In each phase at our school, we give children the opportunity to visit sites of historical significance. Also, we encourage visitors to come into the school and talk about their experiences of events in the past. We recognise and value the importance of stories in history teaching, and we regard this as an important way of stimulating interest in the past.

We also focus on helping children understand that historical events can be interpreted in different ways, and that they should always ask searching questions e.g. 'How do we know?', about information they are given.

**The components of the history curriculum consist of:**

**1) Substantive content**

This is the content that children learn in history; the building blocks of factual content expressed through accounts – stories, descriptions, representations, reports, statistics, primary and secondary sources, and explanations, and the vocabulary (concepts, terms, technical language) that enables children to deepen their knowledge and understanding. As a result, children gain the internal reference points that allows them to recognise the patterns, notice the contrasts, ask the questions, and discuss the options that the disciplinary content will demand.

## **2) Disciplinary content**

This is about how our children will think about historical questions using the concepts of change and continuity, similarity and difference, and cause and consequence. Children will learn how to shape good historical enquiries, how to build or judge an historical argument from evidence and how to recognise different questions and understand why these matter for themselves and others. Through this, children will be introduced to the subject as a long tradition of enquiry, argument and debate.

### **CPD:**

Staff are kept up to date on current thinking, new teaching methodologies and ideas through staff meetings and INSET. CPD is available for staff who need to improve their understanding of the requirements of the national curriculum as well as deepen their knowledge of new research, methodologies and assessment strategies.

### **Planning:**

We use a variety of curriculum resources, mainly Haringey Education Partnership resources for Years 3-5.

Planning consists of 3 stages: a long-term plan to map the year group sequence of learning; medium term planning that focuses on the sequence of lessons within a unit and the weekly plan which reflects the learning intent, activities, differentiation as well as the specific vocabulary within the lesson that children will learn.

All planning aligns with the National Curriculum objectives. In EYFS and KS1, history is taught through a topic-based theme. Teachers plan exciting activities that give children the opportunity to gain substantive knowledge and develop their historical enquiry skills. Cross-curricular links are encouraged so that children can further develop their understanding of history within their world.

In KS2, lessons are planned to develop children's understanding of chronological order of events within eras. Units are planned in six lessons to be taught each half term, with an assessment task opportunity at the end of the unit.

### **Assessment:**

Prior knowledge is reviewed at the beginning of each new unit of work and continuously during the unit. The current recovery content from previous year groups ensures that the progression of skills and knowledge continues to build on prior knowledge before new knowledge is learned.

Assessment is ongoing and takes place during each unit of learning to check on progress (knowing and remembering more) and inform future teaching.

An assessment task at the end of each unit is completed to review pupil's progress and attainment. These assessment tasks (Big question, quizzes, questioning) are used to inform teacher assessments so that an evaluation of children's achievement against national curriculum expectations can be determined.

### **Inclusion:**

In line with the School's Inclusion Policy, each child has an equal entitlement to all aspects of the geography curriculum. Activities and tasks are adapted to scaffold their learning and full participation is highly encouraged and equally valued.

### **Parents:**

At St Mary's, we value the importance of actively involved parents and carers in their child's education. To help keep them informed about what is happening in school and share current curriculum with parents, subject leads hold regular coffee morning/s.

### **Homework:**

At St Mary's, we do not require weekly homework to be set for history. However, teachers often set project-based tasks for children to research as part of their learning or as an end of unit task to consolidate their learning.

### **Role of the history subject lead:**

- Ensure that a broad and balanced curriculum is well-planned, sequenced and taught across the school to show progression in knowledge and skills
- To develop, monitor, evaluate and enhance the quality of teaching, learning and assessment in history. This includes tracking the progress that children make, monitoring standards and reporting on children's attainment across the school
- To motivate children, monitor progress and achieve consistently high standards
- To curate a range of evidence about children's performance in history drawn from external agencies and own classroom observations
- To identify the subject's needs and prioritise them in the context of whole-school decision-making to ensure that a broad, balanced and exciting curriculum is planned and taught
- To lead, support, guide and motivate colleagues as well as build capacity across the school e.g CPD, INSET, staff meetings
- To provide support for Early Career Teachers and trainee students in history planning, teaching and learning
- To read widely around the pedagogy relating to the teaching and learning of history
- To ensure that there is a high standard of teaching throughout the school and support for non-specialist staff to build on their strengths and enthusiasm for teaching history
- Regularly audit, assess, and update the required resources to ensure that children can learn with a hands-on approach using up to date maps, atlases and globes and relevant books related to their units of learning.