



## **The Federation of Antrobus St Mark's and Great Budworth CE (A) Primary Schools**

### **History policy**

#### **Our History Vision**

History lessons at Antrobus St Marks and Great Budworth CE (A) Primary School inspire pupils' curiosity to know more about the past. Our pupils learn about diversity, change and their own identity. As a school, we believe that our teaching should equip children to ask questions, think critically, analyse evidence, create arguments and develop perspective and judgement.

Our direction stems from our mission statement: "By God's grace we love to learn and learn to love." This underpins all aspects of school life and aims to promote the full potential of every child through a curriculum which develops spiritual, academic, social and emotional growth.

We shape our history curriculum to ensure it is fully inclusive to every child. Our aims are to fulfil the requirements of the National Curriculum for History; providing a broad, balanced and differentiated curriculum that encompasses the British Values throughout; ensuring the progressive development of historical concepts, knowledge and skills; and for the children to study life in the past.

#### **Intent**

History has always been held in high regard at Antrobus St Marks and Great Budworth CE (A) Primary School with the schools' own rich history within the context of the local area a celebrated and inspiring feature of the school. The history curriculum makes full use resources within the immediate and wider local area enabling children to develop a deep understanding of the rich history of their locality.

Topics are informed by the national curriculum and are sensitive to children's interests, as well as the context of the local area. The history curriculum is carefully planned and structured to ensure that current learning is linked to and reinforces prior learning and that the school's approaches are informed by current pedagogy.

In line with the National Curriculum 2014, the curriculum aims to ensure that all pupils: Gain a coherent knowledge and understanding of Britain's past and that of the wider world which helps to stimulate pupils' curiosity to know more about the past; Are encouraged to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement; Begin 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.

#### **Implementation**

History is taught in blocks throughout the year, so that children achieve depth in their learning. Teachers have identified the key knowledge and skills of each topic and consideration has been given to ensure progression across topics throughout each year group across the school. By the end of year 6, children will have a chronological understanding of British history from the Stone Age to the present day. They are able to draw comparisons and make connections between different time periods and their own lives. Interlinked with this are studies of world history, such as the Ancient Civilizations of Greece and the Mayans. High quality resources underpin the curriculum and the use of homework links learning at school and home.

Cross curricular outcomes in history are specifically planned for, with strong links between the history curriculum and morning literacy lessons enabling further contextual learning. The local area is also fully utilised to achieve the desired outcomes, with extensive opportunities for learning outside the classroom embedded in practice. Planning is informed by and aligned with the National Curriculum, as shown in long- and medium-term planning. Consideration is given to how greater depth will be taught, learnt and demonstrated within each lesson, as well as how learners will be supported in line with the school's commitment to inclusion. Outcomes of work are regularly monitored to ensure that they reflect a sound understanding of the key identified knowledge. Within our knowledge-rich approach, there is a strong emphasis on people and the community of our local area.

### **Teaching and Learning**

History is taught by the class teacher, who is responsible for the planning and teaching of History within their class. Each class teacher will ensure that the relevant areas of study are covered for their class by following the 2014 National Curriculum and Long-Term Planning.

Teachers will use a balance of:

- Teacher prepared material
- Published resources
- Practical tasks
- Educational visits
- Workshops and visitors in school
- Theme days
- Occasional homework tasks
- Internet resources

### **Impact**

Outcomes in topic and literacy books, evidence a broad and balanced history curriculum and demonstrate the children's acquisition of identified key knowledge. Children review the agreed successes at the end of every session and are actively encouraged to identify their own target areas, with support from their teachers. Children also record what they have learned comparative to their starting points at the end of every topic.

Emphasis is placed on analytical thinking and questioning which helps pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world and are curious to know more about the past. Through this study pupils learn to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.

### **Continuity and Progression**

Following the 2014 National Curriculum ensures continuity and progression in the children's learning throughout the school. While the content of each history-based learning theme is different, there should be ample opportunity to cover a range of Skills, Knowledge and Understanding:

- Across areas of study within a key stage.
- Across EYFS, KS1 and KS2.

### **Assessment, Record Keeping & Reporting**

Assessment is an integral part of planning and practice and is carried out in a variety of ways.

- Through informal observation, talking to the children about their work, assessing the product of their activities e.g., drawing, booklets etc.
- Collecting evidence from a child's responses to a selected task.

### **Cross-Curricular Opportunities**

History contributes to the teaching of English by actively promoting reading, writing, speaking and listening – children may enhance their oracy skills through discussion, debate, questioning and drama. History contributes to the teaching of maths in a variety of ways. Children may enhance their number skills when developing a sense of chronology, i.e., time lines, and also through the interpretation of information presented in graphical or diagrammatic form. Computing is used where appropriate to apply and support the development of skills in data handling, research and recording information.

### **Spiritual, Moral, Social and Cultural Aspects**

History contributes to SMSC by enabling pupils to appreciate and reflect upon the achievements of past societies and the motivation of individuals, recognising that actions have consequences, by considering the results of events and decisions made in history.

### **Community Links**

History contributes to the community by promoting the study and understanding of local sites. The school uses the community to enrich the History curriculum by inviting visitors into school to talk about the past and recount eye-witness accounts etc. and through activities based in and around the local area.

### **Resources**

There is a range of resources for history themes in school. These are kept in topic boxes in the resources area. Where room permits each theme has its' own shelf or topic box and is clearly labelled. The library contains a growing supply of non-fiction themed books to support the children's research. We also encourage the use of the educational resources' library based at Winsford.

### **Review**

The policy will be reviewed by the subject leader every 2 years.

Reviewed by: Sharon Singh

Date: October 2019

**Review**

Signed:..... Chairman of Curriculum Committee

Signed:..... Headteacher

Date:.....

Review Date: Every 3 years