

History Policy at Cedars Primary School

Curriculum Offer:

At Cedars Primary school, teaching and learning is based upon a language rich thematic curriculum where pupils are exposed to a range of experiences to enhance their knowledge, understanding and long-term memory.

As a result, pupils at Cedars are confident, aspirational, articulate learners who are ready for the next stage of education.

Intent:

At Cedars Primary school, we endeavour to teach History and historical enquiry within a broad and balanced curriculum. Pupils leave Cedars with a secure understanding of chronology; both in Britain and the wider world. Through carefully planned, progressive lessons, pupils are taught about the significance of different historical periods, key historical figures and how History has influenced their lives today. Our intention is that children learn both about History and from History adopting a curiosity and awareness of how History has been interpreted by different people at different times. Through the study of historical evidence and through exploring their local area, pupils will develop a deep understanding of the rich History of their locality. Perhaps more poignantly, pupils will leave our school aware of today's challenges and how they will be viewed historically in later years.

The aims of teaching History in our school are to:

- inspire pupils' curiosity to discover more about the past and to develop an understanding that enables them to enjoy all that History has to offer;
- enable children to know about significant events in British History and to appreciate how things have changed over time;
- develop a sense of chronology through the effective teaching and learning of the knowledge skills and understanding of History
- know and understand how the British system of democratic government has developed and, in so doing, has contributed to a child's citizenship education;
- understand how Britain is part of a wider European culture and to study some aspects of European History;
- have some knowledge and understanding of historical development in the wider world;
- help children understand society and their place within it, so that they develop a sense of their cultural heritage;
- develop in children the skills of enquiry, investigation, analysis, evaluation, debate, interpretation, problem solving and presentation.

Special Educational Needs Disability (SEND) / Pupil Premium / Higher Attainers

All children will have Quality First Teaching. Any children with identified SEND or in receipt of pupil premium funding may have work additional to and different from their peers in order to access the curriculum dependent upon their needs. As well as this, our school offers a demanding and varied curriculum, providing children with a range of opportunities in order for them to reach their full potential and consistently achieve highly from their starting points.

EYFS

The Early Years Foundation Stage Curriculum supports children's understanding of History through the planning and teaching of '**Understanding the World**'. This aspect is about how children find out about past and present events in their own lives, their families and other people they know. Children are encouraged to develop a sense of change over time and are given opportunities to differentiate between past and present by observing routines throughout the day, growing plants, observing the passing of seasons and time and looking at photographs of their life and of others. Practitioners encourage investigative behaviour and raise questions such as, 'what do you think?', 'Tell me more about?', 'What will happen if..?', 'What else could we try?', 'What could it be used for?' and 'How might it work?' Use of language relating to time is used in daily routines and conversations with children.

KS1

- Children will build on their earlier work using 'living memory', 'eye-witness' accounts and the immediate environment of the school as their starting point.
- Pupils will be taught strong links with the teaching of English. Stories, plays and poems set in different periods of History will be shared with the children.
- Pupils will be taught that History is a stimulus and a springboard for the development of oracy, writing and for the development of thinking and reasoning skills.

KS2

- Pupils will learn about at least one of the different periods of History set out in the History guidelines of the National Curriculum.
- Pupils will be taught art, design technology, drama will be closely linked with History as children use these subjects to communicate what they have learnt.
- Pupils will be taught on every appropriate occasion, teachers will use first-hand experience, visits, visitors, artefacts, AVA and the local and wider environment to engage children's interest and imagination.
- Through their understanding of the past and of lives in different conditions, children will be encouraged to develop their feelings and 'empathy' for others.
- Pupils will be taught through their understanding of the past, to develop an understanding of their identity as a British subject.
- Children will learn about development of democracy, our government, the monarchy, citizenship, and the law. They will learn about rights and responsibilities, moral, social and environmental issues.
- We will use financial resources to build up an extensive collection of resources, artefacts and books to support the teaching of History.

Implementation:

The National Curriculum is used to plan and deliver the teaching of History at Cedars in a progressive way. We enable children to make connections and revise previous History units taught through the use of recapping previous topics through quizzes which captures the children's learning in a personal way. Using pictures, photographs, film clips (primary and secondary), artefacts, key vocabulary and historical evidence as a starting point, pupils are encouraged to discuss and reason with curiosity what they are presented with and how this can be interpreted. Having studied historical evidence, pupils are encouraged to react to History and use this knowledge to discuss, present, debate, re-enact and write from different historical perspectives. This embeds and consolidates pupils' understanding of History and its impact on society. In the wider, broad and balanced curriculum, pupils are exposed to a range of stories and poems from different historical periods and a range of ethnicities, with the intention of deepening their knowledge of History further. At Cedars, historical learning is made significantly more memorable due to our carefully planned trips, educational visitors and workshops. History is taught weekly during alternate half terms (alternating with Geography) and the sequence of learning is carefully mapped to ensure that children are not overloaded with information. Each unit of learning is planned according to the composite which may take the form of a big question. All lessons are carefully mapped out in a sequential manner to enable children to be able to have an informed discussion about the topic; both within a unit and also at the end. As part of our focus on oracy, we use various oracy strategies to make the learning more meaningful and memorable. Vocabulary is progressively taught across the school and is often recorded in the children's learning journeys.

Impact:

The impact of History teaching is assessed in a variety of ways- book monitoring, informal learning walks and studying of learning journeys (EYFS). These are performed by the subject leader to gain an insight of History teaching in practise. In addition to this, the subject leader conducts informal pupil interviews to ensure that learning has been achieved sufficiently and can be recalled when prompted. Through this, it is evident that pupils are excited and curious about History. The class teacher will monitor the progression of each individual child in their class using the Cedars End point and Progression of Knowledge documents. These are then monitored regularly by the subject lead to ensure consistency. By the end of each key stage most children are either working within or beyond the expected standard for their age in History.

Review Approval Body: Cedars Govenors

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Subject Leader: Mrs. Melanie Baron