

SUTTON CE VC PRIMARY SCHOOL



History Policy

February 2021

Intent

Through the teaching of history, at Sutton C of E (VC) Primary School, we enable pupils to gain a coherent knowledge and understanding of Britain's past and that of the wider world. We inspire their curiosity, equipping children to ask perceptive questions; think critically; weigh evidence; sift arguments and develop perspective and judgements.

Aims:

- To develop a knowledge of chronology within which the children can organise their understanding of the past
- To inspire children's curiosity and understanding of events, places and people in a variety of times and environments.
- Encourage pupils' critical thinking about how the past influences the present preparing them to be active citizens
- To learn about the major issues and events in the history of our own country and of the world and how these events may have influenced one another
- To develop a knowledge of chronology within which the children can organise their understanding of the past
- Promote pupils' awareness and understanding of identity, gender, cultural, spiritual and moral issues and how these may have changed over time.
- To understand that events have a multiplicity of causes and that
- Encourage pupils' to ask perceptive questions, to analyse evidence recognising historical explanation is provisional, debatable and sometimes controversial
- Broaden children's language acquisition through the teaching of historical context equipping them to analyse trends and make connections

Implementation

History is taught in blocks throughout the year, so that children achieve depth in their learning. Teachers have identified the key knowledge, vocabulary acquisition and skills to be introduced or recapped in each topic 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(see Appendix A). They will be 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 civilisations of Greece and the Mayans.

Cross curricular outcomes in history are planned for where possible, with strong links between the history curriculum and English lessons enabling further contextual learning. The local area is also utilised to achieve the desired outcomes, with opportunities for learning outside the classroom where these will enhance understanding. Planning is informed by and aligned with the current National Curriculum programme of study. In addition, staff have access to and follow the lesson objectives covered by the CUSP Curriculum and related resources. Although teachers' lesson design is not limited by this, objectives within the CUSP are followed and the knowledge strips and 'quick quizzes' are utilised.

Work within History lessons is differentiated a minimum of 3 ways, using 'Paddling', 'Snorkelling' and Diving tasks. 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.

The Early Years Foundation Stage (EYFS) follows the 'Development Matters in the EYFS' guidance which aims for all children in reception to have an 'Understanding of the World; people and communities, the world and technology' by the end of the academic year.

Impact

Outcomes in Topic and English books evidence a broad and balanced history curriculum and demonstrate the children's acquisition of identified key knowledge. Through the use of 'quick quizzes' from the CUSP Curriculum, children 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 pupils are curious to know more about the past. Through the study of history, pupils learn to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. Projects engaging members of the community in children's learning and providing positive role models from the community for children to learn from are used when possible.

Teaching and Learning

Across the whole school, there are four key historical learning strands that the children will explore over the course of their education at Sutton CE (VC) Primary –

- To investigate and interpret the past (evidence and enquiry).

- To build an overview of British and world history, making connections through time.
- To understand chronology.
- To communicate historically.

As pupils develop these skills in a range of contexts, so too will they develop the ability to be independent learners, using the key historical skills they have gained to analyse, question and compare sources of evidence to form their own judgements about the past. Learning from these strands helps children to foster an enthusiasm and sense of curiosity about the past, encouraging pupils in their first steps towards being life-long learners.

The learning objective for each lesson is informed by the most recent national curriculum and children are guided towards this within each lesson through the use of differentiated success criteria. Teaching and learning in history is supported by numerous resources, including historical artefacts. The school is also able to access expertise through its link with Ely Museum, as well as members of the school community with specialist skills and knowledge. Outdoor learning is also planned for, where beneficial to learning, throughout the school.

Assessment

Teachers provide formative feedback to pupils after completion of written tasks, in line with the school's marking policy. At the beginning and end of lessons/units (whichever is most appropriate), quick quizzes from the CUSP curriculum are used to enable teachers and pupils to identify strengths and next steps. At the end of each unit, pupils are assessed on Pupil Asset, stating against objectives from the current National Curriculum, whether each pupil is working below, at or exceeding age related expectations for their year group.

Responsibilities

The implementation of this policy is the responsibility of all teaching staff and the responsibility for monitoring and review rests with the history coordinator.