

All Saints Upton

Church of England Primary School

History Policy

Updated: January 2025

Our Vision

“For inquire, please, of bygone ages, and consider what the fathers have searched out. For we are but of yesterday and know nothing, for our days on earth are a shadow. Will they not teach you and tell you and utter words out of their understanding?”

Job 8:8-10

We aim to deepen children’s understanding of the world in which we live and everything around them, including being able to appreciate that the world has changed in many ways over time, continues to change today and that we are a part of History. Through our History curriculum, we hope that this will produce curious, excited and motivated life-long learners who will enquire about how we know about the past and they will express these ideas with increasing technical language who will be chronologically aware and understand that History is the study of the past including Modern History (post 1066) which can be compared to Ancient History.

**Introduction**

At All Saints Upton we have a bespoke curriculum designed to meet the needs of our children. Our curriculum is taught through the following 7 Key Concepts, *Chronology, Lifestyle, Achievements, Invasion, Civilisation, Beliefs and Democracy* that are woven into our curriculum. Our curriculum is taught chronologically in KS2 to enable our children to have a clearer understanding of change over time and to help them to make connections between civilizations that lived around the same time. It is important to us that children understand we learn from the mistakes of the past and undertand this helps us to direct the future.

**Intent**

We believe that through the study of history, children make sense of their world and enrich their understanding of it. History has always been a subject which we are passionate about at All Saints Upton. In line with the national curriculum we have three key aims for the children at All Saints Upton: Gain a coherent knowledge and understanding of Britain’s past and that of the wider world which helps to stimulate children’s curiosity to know more about the past. Children ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. 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**

Following the National Curriculum as a basis, teaching all statutory content, 3 half terms per year group. A progression of local, British and world History units per Key Stage. History is not taught purely chronologically but chronological understanding is referred to in each topic in KS1. In KS2, topics are sequenced chronologically. EYFS and KS1 focus on History relevant to their understanding of past, present, change, invention and civilisation. Each topic is planned to enable the children to develop an understanding of the 7 key strands, enabling them to discuss and make connections between civilisations and periods of time.

Impact

* Work assessed each lesson to check for misconceptions
* End of topic assessments are recorded on insight tracker for future learning to build on the previous end point.

**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.
* To ensure that all pupils 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.
* To ensure that all pupils gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’.
* To ensure that all pupils 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.
* To ensure that all pupils 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.
* To ensure that all pupils 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.

**Principles of teaching and learning**

***Differentiation and Additional Educational Needs***

***Special Educational Needs***

(Please see additional Special Educational Needs and Disability Policy for further information.)

* In history, we aim to create a learning environment, which meets the needs of all pupils,regardless of their ability.
* Pupils’ individual needs are met through appropriate differentiation which is identified in all history planning.
* History planning takes into account differing pupil needs and ensures tasks are appropriate to the stage of pupil’s learning. This enables pupils with specific learning needs and/or physical difficulties to take an active part in historical learning within the whole-class environment.

***Gifted and Talented Children***

* Where pupils exhibit outstanding and continuing ability in History, work will be provided which promotes and enriches their increased understanding of historical concepts.
* Pupils will be given work which challenges them, encouraging them to draw on understanding from across the curriculum.
* Pupils will be given the opportunity to allow their talent to flourish and to achieve their potential by regularly moving to the next level of knowledge and understanding or working on an independent study based on their own interest within the topic.

***Breadth and Balance***

Pupils will be involved in a variety of structured knowledge based activities and in more open-ended work/activities

* They will go on field trips to Museums and take part in living History days (Chester, Mere Tun and the World Museum)

**Relevance**

Wherever possible history work will be related to the real world and everyday examples will be used.

**Cross-curricular skills and links**

History underpins every aspect of our lives and we will relate it to all areas of the curriculum. We will also ensure that pupils realise the positive contribution of both men and women to history and the contribution from those of other cultures.

**Continuity and Progression**

**EYFS**

* The Foundation Stage curriculum is topic based, we have identified areas where vocabulary can be introduced connected to our 7 key strands (See Overview)

**Equality of Opportunity**

All children have equal access to the history curriculum and its associated practical activities. The SLT, Class Teachers and TAs at All Saints Upton Primary School are responsible for ensuring that all children, irrespective of gender, learning ability, physical disability, ethnicity and social circumstances, have access to the whole curriculum and make the greatest possible progress. Gender and cultural differences will be reflected positively in the teaching materials used.

All children have equal access to the History Curriculum, its teaching and learning, throughout any one year. This is being monitored by analysing pupil performance throughout the school to ensure that there is no disparity between groups.

**Assessment for Learning, recording and reporting**

Throughout the school teachers will assess whether children are working at/above or below the expected level for their age based on their understanding and application of the content of the National Curriculum. End point tests are undertaken at the end of each unit and outcomes are recorded on INSIGHT. Progress and attainment is reported to parents through parents’ evenings and end of year reports.

**The Role of the Science Co-ordinator:**

The Subject Leader will:

▪ lead the development of this policy throughout the school;

▪ work closely with the Headteacher, the nominated governor and SENCO;

▪ be accountable for standards in this subject area;

▪ monitor standards by:

♦ auditing the subject area

♦ review of the scheme of work

♦ monitoring teachers planning

♦ lesson observations

♦ scrutinising children's work

♦ discussions with pupils

▪ The History Subject Leader will monitor pupil progress, books and teaching during the academic year.

* The Subject leader will provide a full review of the subject at the end of each academic year.