

# Cavendish Church of England Primary School



## History Policy

Signed on behalf of the Governing Body	
Signed: Headteacher	
Date:	Summer Term 2020
Date to be Reviewed:	Summer Term 2022

## **Our Vision**

In our school our Christian vision shapes all we do.

*Challenge, Creativity, Compassion: Create a pure heart in me – Psalm 51:10*

Our School Vision Statement reflects this commitment as children and staff are taught to challenge inequality, prejudice, bullying and harm; to respond with compassion and sensitivity to individual need and to respect the rights of all individuals to be safe and nurtured within God's world.

We encourage children to respond creatively to internal and external challenges in life, with compassion for others, including consideration for creation and the planet itself. Thus we show how to live justly and with a pure heart, reflecting the teachings of Jesus and God's love within our school environment.

## **Intent**

The aim of history teaching here at Cavendish Church of England Primary School is to stimulate the children's interest and understanding about the life of people who lived in the past. 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 citizenship education by teaching about 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 in order to foster their cultural capital.

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The aims of history in our school are:

- to foster in children an interest in the past and to develop an understanding that enables them to enjoy all that history has to offer;
- to enable children to know about significant events in British history and to appreciate how things have changed over time;
- to develop a sense of chronology;
- to know and understand how the British system of democratic government has developed and, in so doing, to contribute to a child's citizenship education;
- to understand how Britain is part of a wider European culture and to study some aspects of European history;
- to develop knowledge and understanding of historical events in the wider world;
- to help children understand society and their place within it, so that they develop a sense of their cultural heritage;

- to develop in children the skills of enquiry, investigation, analysis, evaluation and presentation:
- to enable children to critically evaluate and question key events.

## **Implementation**

History teaching focuses on enabling children to think as historians. We place an emphasis on examining historical artefacts and primary sources. In each key stage we give children the opportunity to visit sites of historical significance which are in the heart of their East Anglian community for instance when EYFS and Year 5/6 visit Gainsborough House Museum and curators of Gainsborough House visit us at school. We encourage visitors to come into the school and talk about their experiences of events in the past, for instance 'Cave Man' and a Roman soldier. We have a well-developed programme of Whole School House Activities and Church Services where the children from each class are able to present their learning to each other and the wider community. We recognize and value the importance of stories in history teaching and we regard this as an important way of stimulating interest in the past. We focus on helping children understand that historical events can be interpreted in different ways and that they should always ask searching questions, such as 'how do we know?', 'When did this happen?' and 'why, did this happen?' about information they are given. Increasingly children are given the tools to challenge perspectives and attitudes and to evaluate source material. This helps to support their modern experiences such as evaluating online website and seeking out 'fake news.'

We recognise the fact that in all classes there are children of widely-different abilities in history and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:

- setting common tasks which are open-ended and can have a variety of responses allowing the children on the Send and the AGT registers to work to their full potentials;
- setting tasks which are differentiated according to the child's ability.
- providing resources of different complexity depending on the ability of the child;
- using classroom assistants to support children individually or in groups.

## **History curriculum planning**

We use the national curriculum for history as the basis for our curriculum topic planning, and we have adapted this to the local context by building on the successful units of work already in place. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit and we build planned progression into the scheme of work so that children are increasingly challenged as they move up through the school.

We carry out curriculum planning in history in three phases (long-term, medium-term and short-term). The long-term plan maps the history topics studied in each term during each key stage; the history subject leader works this out in conjunction with the head teacher and teaching colleagues in each year group and the children study history topics in conjunction with other subjects, in a cross-curricular manner. Some topics have a particular historical focus and in Key Stage 2 we place an increasing emphasis on independent historical study. We teach the knowledge, skills and understanding set out in the National Curriculum through the corresponding programme of study.

As the basis for our medium-term plans, we use the national curriculum. The head teacher and history subject leader keeps and reviews these plans on a regular basis. Because we have some mixed-age classes, we carry out the medium-term planning on a two-year rotation cycle. By so doing, we ensure that children have complete coverage of the National Curriculum, but do not have to repeat topics.

The class teacher writes the lesson plans for each history lesson (short-term plans). These plans list the specific learning objectives of each lesson. The class teacher keeps these individual plans, although s/he, the head teacher and the history subject leader often discuss them on an informal basis. We use a wide range of source material and each unit make reference to artistic and musical development at that time.

## **Foundation Stage**

We teach history in reception classes as an integral part of the topic work covered during the year. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the history side of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. History makes a significant contribution to the ELG objectives of developing a child's knowledge and understanding of the world through activities such as dressing up in historical costumes, looking at pictures of famous people in history or discovering the meaning of new and old in relation to their own lives.

## **The contribution of history to other subjects**

### **English**

History contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that we use in English are historical in nature. For example, in Key Stage 2 we use the book *Carrie's War* to enhance the children's knowledge and understanding of life in World War Two. Whilst 'Street child' supports understanding of poverty in Victorian England and the rise of the philanthropic movement. Children develop oracy through discussing historical questions or presenting their findings to the rest of the class. They develop their writing ability by composing reports and letters and through using writing frames.

### **Mathematics**

History teaching contributes to the teaching of mathematics in a variety of ways. Children learn to use numbers when developing a sense of chronology through comparing activities on time-lines. Children learn to interpret information presented in graphical or diagrammatic form, engaging with resources such as data interpretation, e.g. imperial weights and measure to more accurately engage with the past.

### **Computing**

We use computing in history teaching where appropriate and we meet the statutory requirement for children to use technology as part of their work in history at Key Stage 2. Children use computing in history to enhance their skills in data handling and in presenting written work, and they research information using the Internet. Children have the opportunity to use digital cameras and iPads to record and use photographic images and they communicate with other children in other schools and countries by using e-mail.

### **Personal, social and health education (PSHE) and citizenship**

History contributes significantly to the teaching of personal, social, citizenship and health education. Children develop self-confidence by having opportunities to explain their views on a number of social questions such as how society should respond to poverty and homelessness. They discover how to be active citizens in a democratic society by learning how laws are made and changed, and they learn how to recognize and challenge stereotypes and to appreciate that racism is a harmful aspect of society. They learn how modern British society and indeed the world-wide society is made up of people from different cultures and develop tolerance and respect for others, no matter what their faith may be.

### **Spiritual, moral, social and cultural development**

When teaching history, we contribute to the children's spiritual development where possible, for example, when learning about Remembrance Day we challenge our children by asking questions about war, peace and how to ensure fairness. We also provide children with the opportunity to discuss moral questions, or what is right and wrong, when studying topics such as child as Victorian Britain and World War Two. Pupils find out how British society has changed over time. The history programme of study enables children to understand that Britain's rich cultural heritage can be further enriched by the multi-cultural British society of today.

### **Religious Education**

As a Church of England Primary School, we follow the RE Norfolk and Suffolk Agreed Syllabus. Our pupils learn about the six main faiths and religions and the historical events that were pivotal to those faiths. History enables children to explore cultures where faiths are no longer followed such as Viking mythology, Ancient Egypt and Greece. We use RE to ask questions to reveal insights about attitudes to life and death.

### **Art**

During art and DT, children study artists who reflect the topic studied in history.

### **Music**

During music, children study composers and musical pieces that reflect the topic studied in history.

### **Impact**

#### **Assessment and recording**

We assess children's work in history by making informal judgements as we observe them during each history lesson. On completion of a piece of work, the teacher marks the work and comments and next steps as necessary. At the end of a unit of work, the teacher makes a judgement about the work of each pupil in relation to the National Curriculum level of attainment, and records the children's progress on Target Tracker. This information is readily available to the headteacher, History subject lead and all the teachers of the school.

The history subject leader keeps, photographs of visits, displays and samples of children's work in the Topic Co-ordinator file. These demonstrate what the expected level of achievement is in history for each age group in the school.

### **Enrichment**

The children's History learning is enhanced by the many enrichment opportunities offered at Cavendish C of E Primary School.

St Mary's Anglican Church is an invaluable starting point in learning about local village history, for instance when the children in KS 2 researched the fallen of World War 1 during the centenary celebrations of Armistice Day.

Each Key Stage has a variety of History enrichment opportunities. EYFS visits Gainsborough House Museum, Key Stage 1 visits Devonshire House for their learning about Sue Ryder, and we have a 1960s day in school. Year 3/4 visit The Colchester Museum, Bury St Edmunds Cathedral and visit the Fitzwilliam to enhance their learning about the Ancient Greeks. Year 5/6 visit Audley End to see a Victorian kitchen, visit Duxford Air Museum and also visit Gainsborough House Museum. We have visits to school by Stone Age Man and Viking Man to Year 3/4.

## **Cultural Capital**

Many of the above-mentioned enrichment visit activities support the history planning across all key stages and help to foster opportunities to develop the Cultural Capital of the pupils. By learning about their local history and that of the whole of Britain, together with the opportunities provided in a well-planned PSHE curriculum, where there is an emphasis on British Values, children receive a strong sense of their Great British culture. Children look at a variety of cultural developments in the past and their impact today. We look at the Greeks, Romans, Egyptian, Islamic Culture, Vikings and Anglo Saxons. Children look at artifacts of beauty and consider why they were made and for whom they were made.

## **Inclusion**

We teach history to all children, whatever their ability from those children on the Send Register to those AGT pupils. History forms part of the school's curriculum policy to provide a broad and balanced education to all children. We provide learning opportunities matched to the needs of children, those more able pupils and those with learning difficulties and we are mindful of the targets set for individual children in their Individual Education Plans (IEPs).

## **Monitoring and review**

Monitoring of the standards of children's work and of the quality of teaching in history is the responsibility of the history subject leader. The work of the history subject leader also involves supporting colleagues in the teaching of history, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The history subject leader works closely with the headteacher, maintains an active action plan and reports to the headteacher the strengths and weaknesses in the subject and indicates areas for further improvement. The history subject leader has specially-allocated time in which to fulfil this role by reviewing samples of children's work and visiting classes to observe teaching in the subject.