

Vision Statement

We are not makers of history. We are made by history.

Martin Luther King, Jr.

At King David Primary School, we strive to develop a love for learning about the past, we are committed to providing all children with a foundation to better understand the past and how history shapes the future. The teaching of history explores human experience over time and how that experience has shaped the world we live in today. We understand that being historically conscious transforms the way that we perceive the world and our place in it.

We teach a high-quality, knowledge-rich history curriculum that has been carefully designed and sequenced to equip our children with a secure, coherent knowledge of British, local and world history. Our curriculum aims to develop substantive and disciplinary knowledge through studying specific historical contexts in detail and building knowledge in overview. Our teaching includes building up disciplinary knowledge, considering cause and consequence, change and continuity, historical significance, similarity and differences, sources, evidence and interpretations.

From an early age, our pupils develop the ability to understand what is past and what is present. As this chronological awareness is developed we continue to layer further historical knowledge. Through this chronological approach to the curriculum our pupils are able to understand continuity and change over long periods of time and are also able to attribute their own significance to events and individuals within history. We work from EYFS through to Year Six developing and building upon a breadth of knowledge and skills and we aim to support the children in retaining and expanding this knowledge through a process of reflecting on prior learning and new teaching in each year of their educational journey.

Our history curriculum will equip the children to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement, skills they will find invaluable in an ever-changing world.

Intent

Our aim at KDPS is to encourage pupils to develop an appreciation and understanding of the past, evaluating a range of primary and secondary sources. Our historians will also be able to explain clearly how these sources give us an insight about how people around the world used to live and how these interpretations may differ. Pupils will be taught to make links between these areas of learning, with the aim of developing engaged, motivated critical thinkers that can reflect on the past and make meaningful links to the present day.

Our History curriculum will be designed to cover all of the skills, knowledge and understanding as set out in the National Curriculum. The National Curriculum states that 'a high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past.'

To ensure that pupils develop a secure knowledge that they can build on, our History curriculum will be into a progression model that outlines the skills, knowledge and vocabulary to be taught in a sequentially coherent way. Chronological Understanding; Historical Understanding; Historical Enquiry; Interpretations of History; Organisation and Communication will all be mapped out to ensure that pupils build on secure prior knowledge.

When covering each of these strands, the content will be carefully organised by each year group through a long term plan. Content knowledge, vocabulary and skills will then be planned for at a greater level of detail in the medium term plan. History is delivered through subject specific teaching organised into blocks under a theme. Meaningful links with other subjects are made to strengthen connections and understanding for pupils.

The History units taught have been developed to help children appreciate their own identity and the challenges in their time. It will help them understand the process of change over time and significant developments.

Aims

- The aim of History teaching at KDPS is to stimulate the children's interest and understanding about the lives of people who lived in the past, to understand how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.
- To encourage children to value their own and other people's cultures in modern multicultural Britain.
- To 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 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.
- To 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 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.

Objectives

- To develop a sense of chronology, to know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.
- To enable children to know about significant events in British history, and to appreciate how things have changed over time.
- To understand how Britain is part of a wider European culture, and to study some aspects of European history.
- to have some knowledge and understanding of historical development in the wider world.

Implementation

Organisation

History is taught for three half terms a year, alternating with Geography. Staff plan their History units on their medium term plans and weekly planning sheets, which can be found on the Google Staffroom Classroom. The curriculum map is to be used to inform all planning.

The History subject lead will look at medium term planning and weekly planning to ensure consistency and correlation to the History overview.

Curriculum

We follow the National Curriculum Programme of Study for History. In our school curriculum pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. Teaching equips pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils 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.

EYFS

History falls under the 'Understanding of the world' umbrella.

Children at the expected level of development will:

- Talk about the lives of the people around them and their roles in society;
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

KS1

Pupils will be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries].
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell].
- significant historical events, people and places in their own locality.

KS2

Pupils will be taught about:

- changes in Britain from the Stone Age to the Iron Age.
- the Roman Empire and its impact on Britain.
- Britain's settlement by Anglo-Saxons and Scots.
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.
- a local history study.
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.
- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.
- Ancient Greece – a study of Greek life and achievements and their influence on the western world.
- a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

Inclusion and Adaptive Teaching

All children have equal access to the science curriculum and its associated practical activities. The SLT, Class Teachers and TAs at King David 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. Where appropriate, work will be

adapted to meet pupils' needs and, if appropriate, extra support given. More able pupils will be given suitably challenging activities. Gender and cultural differences will be reflected positively in the teaching materials used.

Spiritual, Moral, Social and Cultural Development

Pupils will gain a sense of enjoyment and fascination in learning about themselves, others and the world around them in a historical context. Pupils will develop, through their History studies, the ability to recognise the difference between right and wrong and the consequences of behaviour and actions. They will develop the ability to offer reasoned views about moral and ethical issues and learn how to understand and appreciate the viewpoints of others. They will learn about the wide range of cultural influences that have shaped their own heritage and that of others. They will gain knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values.

Impact

Progression and Continuity

Throughout school, children's understandings of concepts should be revisited and built upon. The KDPS History progression map provides a structure in which this can take place. Teachers need to use this to inform their planning to ensure continuity across the school and to ensure prior learning is revisited in an effective way, building on prior knowledge to embed learning. We use a variety of teaching and learning styles in History lessons, with the aim of developing the children's knowledge, skills and understanding.

Progress and Achievement

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in NC programme of study for History:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239035/PRIMARY_national_curriculum_-_History.pdf

Assessment and Recording

Throughout the school, teachers will assess whether children are working at the expected level for their age based on their understanding and application of the content of the National Curriculum 2014. In History, teachers will use a range of formative assessment methods including hinge questions and questioning when revisiting prior learning. All work will be recorded in History books to support assessment and monitoring across the school.

Monitoring

History teaching needs to be monitored across the school in order to ensure that it is consistent and progressive for the children. In order to do this, a number of tools will be used.

- Planning scrutiny
- Book scrutiny
- Lesson observations
- Pupil voice

- Staff voice

Any form of monitoring will take into consideration the well-being of all involved. The main aim of monitoring is to ensure the best possible geography education for the children of KDPS.

Role of the Subject Leader

The role of the subject leader is to follow through with the aims and objectives of this policy and ensure that children get better at History – Being able to think critically using substantive and disciplinary knowledge and skills obtained. The action plan plays a role in this, ensuring that the school has everything in place to support staff and pupils achieve their best.

Roles & Responsibilities

- To maintain a subject leader file.
- To create, follow and re-evaluate an action plan relevant to KDPS.
- To ensure KDPS History curriculum is consistent and is being followed in each year group.
- To monitor the teaching and learning within History fairly to ensure children are making progress.
- To support and signpost CPD opportunities to support the teaching of History and general subject knowledge.

Resources

History Association, Key Stage History, Twinkl subscription

Health and Safety

Visits and fieldwork are an essential part of the History Curriculum. Children learn best when the learning environment is ordered and they feel safe, any visit should be well organised and provide a stimulating and valuable experience. The pupils should prepare well for any visit or fieldwork activity and on their return, use the experience to good effect in the classroom. The class teacher, or leader, should plan the visit meticulously, with the pupils' safety and welfare paramount in line with our risk assessments.

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