



Through God We Achieve

OUR VISION AT ST. STEPHEN'S CE PRIMARY SCHOOL

To deliver outstanding education in a caring community, with God at its centre

'Turning your ear to wisdom and applying your heart to understanding'. Proverbs 2:2

OUR VALUES:

Joy - we provide a happy and stimulating environment, rooted in Christian values.

Excellence - we are a church school committed to the highest standards in everything we do.

Relationship – we work hand-in-hand with St Stephen's Church as well as our parents and carers.

Respect - we enable our children to deepen or realise their own faith and respect the freedom of others in their beliefs.

Nurture – our children are cared for spiritually, morally, intellectually, physically, socially and emotionally.

HISTORY POLICY

Action	Policy to be reviewed as required and at least annually		
	Owner	Date	Completed
Updated	Yasmin Bill	September 2022	✓
Next Review	Yasmin Bill	September 2023	
Approved	Michael Schumm and SLT	September 2022	✓

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1. Curriculum Overview

Intent

At St. Stephen's, we teach children to understand how events in the past have influenced our lives today; teaching them to investigate these past events and, by so doing, to develop the skills of enquiry, investigation, analysis, evaluation and presentation. We strive to promote a variety of historical skills, which support the development of knowledge through enriched cultural capital and the provision of an ambitious body of procedural and semantic knowledge to develop long-term memory.

The objectives of teaching 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 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;
- To help children understand society and their place within it, so that they develop a sense of their cultural heritage;
- To develop a sense of chronology;
- To develop in children the skills of enquiry, investigation, analysis, evaluation and presentation.
- To communicate historical information in a variety of ways.

Implementation

In ensuring high standards of teaching and learning in history, we implement a curriculum that is progressive throughout the whole school. History is taught as part of a half-termly topic, focusing on knowledge and skills stated in the National Curriculum.

All learning will start by revisiting prior knowledge. This will be scaffolded to support children to recall previous learning and make connections. Staff will model explicitly the subject-specific vocabulary, knowledge and skills relevant to the learning to allow them to integrate new knowledge into larger concepts. Learning will be supported through the use of knowledge pages that provide children with a framework that supports them in retaining new facts and vocabulary in their long-term memory. Knowledge pages are used for pre-teaching, to support home learning and also as a part of regular review.

Impact

The impact and measure of this is to ensure that children are equipped with historical enquiry skills, knowledge and concepts; in addition to guiding their attitude to historical events, which will enable them to be reflective learners ready for the KS3 curriculum. Through doing this, we aim to generate an excitement for historical enquiry, to encourage the children to become lifelong learners in the wider world. We hope that the importance placed on our History curriculum, along with the passion that emanates from our creative, enthusiastic teachers, will highlight and ignite within the children an importance for studying events from the past. It is our belief that bringing these experiences to our pupils' present, will positively shape their futures.

2. Phase Group Overview:

EYFS

Early Years Foundation Stage (EYFS) follows the 'Development Matters in the EYFS' guidance, which aims for all children in Nursery and Reception to have an 'Understanding of the World; people and communities, the world and technology', by the end of the academic year. The key knowledge and skills developed in Nursery and Reception provide the foundation to those identified in Year 1.

KS1

During Key Stage 1, children begin to develop an awareness of the past, using common words and phrases relating to the passing of time. They start 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. They demonstrate a growing confidence and accuracy when using commonplace historical vocabulary. Through literacy and drama, children become able to ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. Children start to use, and begin to evaluate, some of the ways in which we find out about the past and identify different ways in which it is represented.

Children are taught to identify changes within living memory, by examining how toys and entertainment have changed within living memory and what this reveals about changes in national life. Children also investigate events beyond living memory, to develop a growing sense of chronology and awareness of time and changes over time, for example, 'The Great Fire of London'. Children will also study the lives of significant individuals in the past who have contributed to national and international achievements. In Y1, the key individuals will relate to Queens of the World, and in Y2, Mary Seacole, Florence Nightingale and Samuel Pepys. As part of our study of significant historical events, people and places in their own locality, the children take part in a fantastic Florence Nightingale immersive workshop, set in a Victorian building with actors and artefacts adding to the experience.

KS2

Throughout Key Stage 2, pupils continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. This sense of understanding of chronology will be referred to throughout this Key Stage so that children become secure in their understanding of important historical events and eras, trends over time and develop the appropriate use of historical terms. Children will regularly address and be encouraged to devise historically-valid questions about change, cause, similarity and difference, and significance. Children will learn to select, organise, review and present relevant historical information. Children will begin to understand how our knowledge of the past is constructed from a range of sources and that sources need to be carefully evaluated. Progression, through this Key stage, will allow pupils to understand both the long arc of development and the complexity of specific aspects of the content.

During this Key Stage, children are learning about the changes that happened in Britain from the Stone Age through to the modern day. The children's learning starts with a broader look at Prehistoric Britain and then Early Civilisations, before moving into specific eras taught in chronological order (as evidenced in the curriculum map). Teaching the eras in this manner, underpins our aim in developing a sense of chronology within children. Throughout Key Stage 2, the children will experience numerous trips and workshops both inside and outside of school, and visits from individuals who enrich the teaching of our history. Some examples include a Victorian School workshop and museum visit, visiting local WW1 war memorials, visiting Eton College's Ancient Greek archives and having a local individual talk to the children about the history of Notting Hill Carnival and their experiences of it (part of our local history studies).

3. Assessment

Assessment for learning is continuous throughout the planning, teaching and learning cycle. It is supported by use of the following strategies:

- Observing children at work, individually, in pairs, in a group and in class during wholeclass teaching;
- Using differentiated, open-ended questions that require children to explain and unpick their understanding;
- Providing effective feedback, including interactive marking through green pen questions where appropriate, to engage children with their learning and to provide opportunities for self-assessment, consolidation, depth and target setting;
- Book looks and the monitoring of outcomes of work, to evaluate the range and balance of work and to ensure that tasks meet the needs of different learners (with the acquisition of the pre-identified key knowledge and key skill development of each topic being evidenced through the outcomes);
- End of unit assessments, which gives teachers the opportunity to identify gaps in the children's learning and revisit these areas in small focus groups.

4. Diversity in the Curriculum

Within every unit, references are made to the effects of that era/empire to other parts of the world, for example the role of slavery in the industrial revolution in Britain; or links are made to significant figures of a wide range of ethnicities and backgrounds from around the world. For instance, Cleopatra as part of the Y1 unit 'Queens', Mary Seacole as part of the Y2 unit 'People of Change' and Septimus Severus as part of the Y3 Roman Britain unit. Additionally, the Y6 unit 'Tribes of

Britain' teaches the children about immigration throughout British History. This provides a platform for the children to enquire about and understand the diversity of our country.

5. Equal Opportunities

At St. Stephen's CE Primary school, we are committed to providing a teaching environment which ensures all children are provided with the same learning opportunities regardless of social class, gender, culture, race, special educational need or disability. Teachers use a range of strategies to ensure inclusion and also to maintain a positive ethos where children demonstrate positive attitudes towards others.

Support for specific individuals is well considered and planned for, with consideration given to how greater depth and further challenge can be provided for and demonstrated by children who require further challenge.

6. Inclusion

All pupils are entitled to access the history curriculum at a level appropriate to their needs. To ensure inclusion, teachers use a range of strategies in line with the school's inclusion approach. Independent tasks, as well as teaching, are also well-adapted to ensure full accessibility; these are designed and selected to provide appropriate challenge to different groups of learners.

The school makes full use of additional adults who are deployed effectively to ensure that identified individuals and specific groups of children are able to make progress according to their full potential. The wide and varied range of learning experiences, including access to places of historical significance in the immediate and wider locality, as well as bespoke workshops, ensures a broad, balanced and enjoyable history curriculum that considers all learners.

7. Role of the Subject Leader

The coordinator's responsibilities are:

- To ensure a high profile of the subject;
- To ensure a full range of relevant and effective resources are available to enhance and support learning;
- To model the teaching of history;
- To ensure progression of the key knowledge and skills identified within each unit and that these are integral to the programme of study and secure at the end of each age phase;

- To monitor books and ensure that the key knowledge and, where applicable, key skills, are evidenced in outcomes (alongside and as supported by SMT).
- To monitor planning and oversee the teaching of history;
- To lead further improvement in (and development of) the subject, as informed by an effective overview of the subject;
- To ensure that the history curriculum has a positive effect on all pupils, including those who are disadvantaged or have low attainment;
- To ensure that the history curriculum takes account of the school's context, promotes children's pride in the local area and provides access to positive role models from the local area to enhance the history curriculum;
- To ensure that approaches are informed by and in line with current identified good practices and pedagogy and to attend regular opportunities for CPD, including borough forums;
- To establish and maintain existing links with external agencies and individuals with specialist expertise to enrich teaching and learning in history.

8. Parents

The involvement of families and the wider community to help support the teaching of history is widely encouraged. Enquiries from Parents and members of the school community with specialist expertise and knowledge in relation to supporting the history curriculum are warmly welcomed. The school will actively seek to establish collaboration with parents and carers who are able to support the teaching of history at St. Stephen's, including their involvement in any history school projects, such as the Y6 WW2 project.