



History Policy

October 2021



GUSTON CHURCH OF ENGLAND PRIMARY SCHOOL

HISTORY POLICY

Rooted in Faith, growing in wisdom, branching into the world

Vision

We are a diverse, vibrant learning community where everyone is welcomed, valued and encouraged. Loving relationships, rooted in the teachings of Jesus, allow children and adults to flourish together, creating wise, compassionate, respectful individuals who are ready to confidently take a productive place in an ever changing world.

Ethos Statement

At Guston Church of England Primary School we believe that the way that we work together, behave with one another and seek to support and nurture others, gives life to our Christian ethos. It is one which is inclusive and seeks to encourage and inspire everyone to achieve their fullest potential.

Rationale

History is an interpretation of past events, shaped and influenced by the aspirations and actions of people, which contribute to and help explain the evolution of the present. Our Local context should act as the "golden thread" that binds our curriculum together.

Intent

History has always been held in high regard at Guston CE Primary School. We are privileged to have so much local history on our doorstep. Class teachers work hard to provide a creative learning environment with informative and reflective classroom displays. The history curriculum at Guston CE Primary School makes full use of resources within the immediate and wider local area enabling children to develop a deep understanding of the history of their locality. Teachers are also encouraged to use resources from outside agencies which give opportunities for exploring artefacts. Topics are informed by the national curriculum and are sensitive to children's interests, as well as the context of the local area. The history curriculum is carefully planned and structured to ensure that current learning is linked to previous learning and that the school's approaches are informed by current pedagogy. In line with the national curriculum 2014, the curriculum aims to ensure that all pupils: Gain a coherent knowledge and understanding of Britain's past and that of the wider world which helps to stimulate pupils' curiosity to know more about the past; Are encouraged to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement; Begin 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

History is taught in blocks throughout the year, so that children achieve depth in their learning. Teachers have identified the key knowledge and skills of each topic and consideration has been given 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. They are 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 Islam, Greece and the Egyptians.

Cross curricular outcomes in history are specifically planned for, with strong links between the history curriculum and literacy lessons enabling further contextual learning. The local area is also fully utilised to achieve the desired outcomes, with extensive opportunities for learning outside the classroom embedded in practice. Planning is informed by and aligned with the national curriculum. 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 monitored to ensure that they reflect a sound understanding of the key identified knowledge. Within our knowledge-rich approach, there is a strong emphasis on people and the community of our local area.

At the beginning of each topic, children are able to convey what they know already as well as what they would like to find out. This informs the programme of study and also ensures that lessons are relevant and take account of children's different starting points.

EYFS Statutory Educational Programme: Understanding the World involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension. The Early Learning Goal statements require children to:

Comment on images of familiar situations in the past.

Compare and contrast characters from stories, including figures from the past.

Impact

Outcomes in Humanities and English books, evidence a broad and balanced history curriculum and demonstrate the children's acquisition of identified key knowledge and skills.

Children review the agreed successes at the end of every session and are actively

encouraged to identify their own target areas, with support from their teachers. Children are also asked 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 are curious to know more about the past. Through this study, pupils learn to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. Regular school trips provide further relevant and contextual learning.

Local history

Local history and visits to sites of historical interest will be the starting point so children are able to see the relevance of history within their own environment and to their own lives. A wide range of opportunities exist within the immediate locality for first hand historical experiences:

- Dover Castle – Henry 2nd, Tudor Court, World War 2 – Hellfire Corner
- Roman Dover – Painted House
- Victorian Dover
- Dover museum
- Fort Burgoyne and Western Heights/ Napoleonic

Other opportunities for historical study:

- Smuggling at St Margaret's
- Deal and Walmer Castles (Tudor Rose)
- Sandwich
- Canterbury - St Thomas Becket, pilgrimages, the Cathedral/Canterbury Tales
- Canterbury Archaeological Trust resource boxes.
- Folkestone East Cliff Roman villa
- Transport (Dover Transport Museum)

Cross-curricular skills and links

As an integral part of our culture and our lives, history is present in all parts of the school curriculum. It is a powerful cross-curricular subject and offers children the opportunity to develop a variety of skills, concepts, values and attitudes about the world around them through relevant and interesting work, particularly in art, design technology and mathematics. It also enables children to write in a variety of styles, from note taking to lengthy narratives.

Inclusion

This policy should be read in conjunction with Our Equal Opportunities Policy. In providing effective learning opportunities for all learners and in overcoming any potential barriers to learning in History some learners may require:

- Alternative tasks to overcome any difficulties arising from specific religious beliefs relating to ideas and experiences they are expected to explore;

- Access to stimuli, participation in everyday events and explorations, materials, word descriptions and other resources, to compensate for a lack of specific first hand experience and to allow learners to explore an idea or theme;
- Alternative or adapted activities to overcome difficulties with manipulating tools, equipment or materials;

Success is expected for every pupil. They should reach their full potential, recognising personal strengths and celebrating the achievements of themselves and others; both within the school and its wider community. Care is taken to give each learner the opportunity to learn about the global community, regardless of race, Religion, language or gender.

Health and safety

Off-site visits to places of historic interest are invaluable as first-hand sources of evidence. However, in order to ensure the safety of the pupils and adults involved all school visits and off-site work should be in accordance with the school's Educational Visits and Recreational Activities Policy

Resources

There are sufficient resources for all history teaching units in the school. There is a good supply of topic books and we use a range of websites to support children's learning. A wide range of class trips are organised to support the history curriculum.

Funding for history will be from the annual school budget. When funding permits an allocation will be made to subsidise off-site visits.

CAT and ARC materials are available from The Canterbury Archaeological Trust.

Topic boxes, held in the Key Stage 2 resources room, contain material to support some study units.

Monitoring and Review

The history subject leader is responsible for monitoring the standard of the children's work and the quality of teaching in history. The history subject leader is also responsible for supporting colleagues in the teaching of history, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school.

Helen Rhodes October 2021

Signed: _____

Print name: _____