

Crosscrake CE Primary School

Our School promotes 'Friendship & Learning' underpinned by the Christian values of kindness, perseverance & hope.

*Jesus said, "I have come that you may have life; life in all its fullness"
John 10:10.*

History Policy

Intent

At Crosscrake CE Primary School, we are HISTORIANS! We want our children to love history. We want them to have no limits to what their ambitions are and grow up wanting to be archivists, museum curators, archaeologists or research analysts. Our aim is that, through the teaching of History, we stimulate all children's interest and understanding about the life of people who lived in the past. We teach children a sense of chronology, in order to develop a sense of identity and a cultural understanding based on their historical heritage. This enables our children to learn to value their own and other people's cultures in modern multicultural Britain. We aim to make all children aware of the actions of important people in history and enable children to know about significant events in British history, whilst appreciating how things have changed over time. History will also ensure our children understand how Britain developed as a society, contributing to their understanding of their country of residence. Furthermore, our children will learn about aspects of local, British and Ancient history. This wider awareness leads to the children having some knowledge of historical development in the wider world. We believe that by allowing the children to understand the importance and enjoyment of History through different opportunities, they will become enthused learners in History. In History at our school, we will also give children opportunities to develop their skills of enquiry, investigation, analysis,

Implementation

History is taught in a 2 year cycle. Topics are blocked to allow children to focus on developing their knowledge and skills, studying each topic in depth. We have developed a progression of skills, which enables pupils to build on and develop their skills each year.

In KS1, History begins by looking at the children's own personal history and introduces them to the idea of chronology and timelines and will look at significant events and people who have shaped society, locally, nationally and globally. In KS2, children study aspects of local history, a British history topic and an ancient history topic.

In order to support children in their ability to know more and remember more, there are regular opportunities to review the learning that has taken place in previous topics as well as previous lessons. Timelines are used to enable children to develop a sense of chronology. At the start of each topic children will review previous learning and will have the opportunity to share what they already know about a current topic. Children are given opportunities, where possible, to study artefacts leading to enquiry, investigation, analysis, interpretation, evaluation and presentation. We plan for effective use of educational visits and visitors, to enrich and enhance the pupil's learning experience and the History curriculum. Teachers use ongoing assessment to ensure misconceptions are highlighted and addressed. Cross-curricular links are planned for, with other subjects such as Maths, Writing and Computing.

The Early Years Foundation Stage Curriculum supports children's understanding of History through the planning and teaching of 'Understanding the World'. This aspect is about how children find out about past and present events in their own lives, their families and other people they know. Children are encouraged to develop a sense of change over time and are given opportunities to differentiate between past and present by observing routines

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throughout the day, growing plants, observing the passing of seasons and time and looking at photographs of their life and of others. Practitioners encourage investigative behaviour and raise questions such as, 'What do you think?', 'Tell me more about?', 'What will happen if...?', 'What else could we try?', 'What could it be used for?' and 'How might it work?' Use of language relating to time is used in daily routines and conversations with children for example, 'yesterday', 'old', 'past', 'now' and 'then'.

Impact

The impact of this curriculum design will lead to good progress over time across key stages relative to a child's individual starting point and their progression of skills. Children will therefore be expected to leave Crosscrake CE Primary reaching at least age-related expectations for History. Our History curriculum will also lead pupils to be enthusiastic history learners, evidenced in a range of ways, including pupil voice and their work.