



St Paul's Church of England Primary School History Policy

Adopted by: Curriculum and Achievement Committee

On: Wednesday 2nd March 2022

Review: March 2025

Statement of Intent:

Our aim at St Paul's is to encourage all pupils to develop an appreciation and understanding of the past, giving them a sense of identity and an insight into how people around the world used to live and how interpretations of the past may differ. As historians, they will be able to ask perceptive questions, think critically and use a range of sources to make informed arguments and judgements.

Our Topic curriculum has been designed to draw together the elements of History, Geography, DT and Art and to cover all of the skills, knowledge and understanding as set out in the Development Matters document and 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'.

Pupils will be taught to make links between these areas of learning, with the aim of developing engaged, motivated and curious learners that can reflect on the past and make meaningful links to the present day.

Aims:

At St Paul's we aim to:

- instil in our children a curiosity and understanding of events, places and people in a variety of times and environments.
- encourage them to develop an interest in the past and an appreciation of human achievements and aspirations
- teach them about the major issues and events in the history of our own town, country and of the world and how these events may have influenced one another
- enable them to develop a knowledge of chronology within which they can organise their understanding of the past
- help them to understand how the past was different from the present and that people of other times and places may have had different values and attitudes from our own
- support them to distinguish between historical facts and the interpretation of those facts

Implementation:

At St Paul's, History is taught through a topic approach alongside Design & Technology, Geography and Art. Our curriculum is carefully planned over a two-year cycle in Key Stage 1, Lower Key Stage 2 and Upper Key Stage 2, to engage and excite all our learners. Our long-term and medium-term plans map out the skills and themes covered each term for each key stage using the National Curriculum

objectives. These plans define what we will teach and ensure an appropriate balance and distribution of work across each term.

Year 1/2	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Cycle One	Around our school (Geog)	Portrait of a Queen (Art)	London (Geog)	The Great Fire of London (Hist)	Exploring Past and Present (Hist)	The solar system (DT)
Cycle Two	What is the weather like today? (Geog)	How we used to live (Hist)	Florence Nightingale (Hist)	Child of the world (Geog)	A day at the seaside (DT)	Leftover art (Art)

Year 3/4	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Cycle One	Ancient Egypt (Hist)	The River Nile (Geog)	Thrones for a King (DT)	London and New York (Geog)	Changes to Britain (Hist)	Hats by Royal Appointment (Art)
Cycle Two	Ancient Greece (Hist)	Planning a Greek Holiday (Geog)	City and countryside (Geog)	Lunch (DT)	Romans in Britain (Hist)	London through Artists Eyes (Art)

Year 5/6	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Cycle One	River Thames (Art)	Victorian Brentford (Hist)	The struggle for Britain (Hist)	Mountains (Geog)	Rio Carnival (DT)	Mayan Empire (Hist/Geog)
Cycle Two	The Blitz (DT)	Germany (Geog)	Tudor Exploration of America (Hist)	Seascapes (Art)	British Settlement (Hist)	A tour of the British Isles (Geog)

Early Years:

History is taught in Reception and Nursery as an integral part of the topic work through child-initiated and adult led activities. The children are given the opportunity to find out about past and present events in their own lives, and those of their families and other people they know. In the Foundation Stage, history makes a significant contribution to developing a child's understanding of the world through activities such as looking at pictures of famous people in history or discovering the meaning of new and old in relation to their own lives and experiences.

Teaching and Learning:

At St Paul's, we use a variety of teaching and learning styles in history lessons which enable the children to develop their knowledge of events, people and places. We use whole-class teaching methods and combine these with enquiry-based research activities.

We believe children learn best when:

- They have access to, and are able to handle artefacts
- They go on visits to museums and places of interest
- They have access to secondary sources such as books and photographs
- Visitors talk about personal experiences of the past
- They listen to and interact with stories from the past
- They undertake fieldwork by interviewing family and older friends about changes in their own and other people's lives
- They use drama and dance to act out historical events
- They are shown, or use independently, resources from the internet and videos
- They are able to use non-fiction books for research
- They are provided with opportunities to work independently or collaboratively, to ask as well as answer historical questions.

We recognise the fact that we have children of differing ability in all our classes, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies which are differentiated by task, expected outcome and/or support from peers or adults.

Assessment:

Assessment is an integral part of the teaching process. Assessment is used to inform planning and to facilitate differentiation. The assessment of children's work is on-going to ensure that understanding is being achieved and that progress is being made. Feedback is given to the children as soon as possible, and the marking of work is guided by the school's Marking Policy.

Summative assessments of attainment are completed at the end of year using the School's Non-Core Curriculum Assessment Document (see appendix). Teacher's use their judgement as to whether pupils are achieving below, at or above age-expectation in History. These judgments are reported in the child's end of year report and are shared with the child's receiving teacher and the Subject Lead for History.

Resources:

Resources are stored in topic boxes in a central location on each of the school sites. The school has a selection of posters, photo packs, postcards, books and artefacts available for lessons.

Visits are planned to enhance learning and give hands on activity. People with an interest, or expertise, in a particular topic or area of history will be invited into school to work with the children. These might be parents, grandparents, other family members, neighbours or representatives of the local community.

Monitoring:

The Subject Lead for History, alongside the SLT, has responsible for monitoring the standard of the children's work and the quality of teaching in History.

In order to achieve this, the Subject Lead has a monitoring schedule which identifies what monitoring will take place, the focus of the task and when it will take place. This is shared with the Curriculum Team, teaching staff and SLT throughout the year. Monitoring tasks may include:

- Book looks
- Pupil conferencing
- Learning walks
- Drop in observations
- Lesson observations

The Subject Lead uses their knowledge of History across the school to complete a Subject Position Paper, which identifies the current strengths and areas for development in their subject. This is shared with the SLT and School Governors regularly.

The History link governor meets with the Subject Lead to share attainment and progress information, monitoring outcomes and planned actions and outcomes with in order to support effective subject development.