All Saints Church of England Primary School
History Policy



Proverbs 22: 6

Start children off on the way they should go, and even when they are old they will not turn from it.

This Policy should be taken and used as part of All Saints, Church of England Schools overall strategy; and applied and interpreted within the context of our vision, our instrument of Government, and our Aims and Values as a Church of England School

1. Introduction

All Saints Church of England Primary School has a strong, active and engaging curriculum that challenges and inspires individuals. We provide curriculum experiences, unique to the locality of All Saints and our place in the global community.

2. Curriculum intent

The Futura Learning Partnership intent for history is that a high-quality history education will inspire children to have a curiosity and fascination about the local area and Britain's past and that of the wider world as well. Children will be able to think critically, weigh evidence, sift arguments, and develop perspective and judgement. The children's deep learning of history and its related information gathering skills will enable them to have an understanding of where we have come from and how this has been influenced by the wider world and different cultural heritages. This in turn will enable us to learn from the past, model the future and understand society and the child's place within it. Furthermore, it gives us a view of other cultures and their development through time. We believe that learning about historical events provides an important context for the development of pupils' key learning skills, particularly communication, working with others, problem solving and critical thinking skills and that this will be done not just through experiences in the classroom but also through the use of field work and educational visits.

3. Purpose of study from the national curriculum

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. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of peoples' 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 (The National Curriculum in England 2014).

4. Aims

Underpinning the intent are key substantive concepts:
Specific key substantive concepts enable pupils at primary level to learn:

• knowledge of the immediate topic or context
• knowledge of broad features of the period and overviews of developments
• knowledge of terms, concepts and phenomena that recur in later topics
• Pupils are encouraged to make connections, deepen and develop their knowledge, each time they encounter the concepts

Curriculum Implementation

5. The Learning Journey

All teaching and learning is carefully planned in order for our staff to facilitate student discourse and thinking while nurturing an environment that is alive with discovery, enquiry, critical thinking, problem-solving and collaboration. Lessons have an explicit purpose, derived from the national curriculum. Pupils take ownership and responsibility for learning and next steps. In all subject areas, teachers maintain high expectations and build pupil confidence with the aim to create a culture of engagement and success.

6. Organisation and planning

We plan a broad and balanced curriculum carefully and ensure there are meaningful links between subjects to enable coherence and full coverage of all aspects of the National Curriculum and early learning goals while ensuring planned progression in all curriculum areas.

Due to the mixed age classes, we operate a two-year planning cycle. Copies of the long term and medium term plans are held by the class teachers, subject leaders and head teacher.

We plan our curriculum in two phases.

- We agree a long-term plan, linked to the National Curriculum Key Stages 1 and Key Stage 2.This indicates what topics are to be taught in each term, and to which groups of children. We review our long-term plan on an annual basis checking curriculum coverage and progression of skills.

- Our short-term plans are those that our teachers use on a termly, weekly or daily basis. We use the programmes of study to set out the learning objectives for each session, and to identify what resources and activities we are going to use in the lesson

7. Resources

We ensure that we have sufficient resources for engaging children creatively in this subject. The library has a range of books to support children's individual research as well as computer-based resources.

8. Children with special needs

The curriculum in our school is designed to provide access and opportunity for

all children who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual children. Refer to SEND policy

9. Early Years Foundation Stage

The curriculum that we teach in the reception class meets the requirements of the EYFS. Please refer to EYFS policy.

Curriculum Impact

10. Skills progression and assessment

In our curriculum planning, we highlight skills, so that the children's progress in all of these areas are identified and monitored. All subject areas contribute to a child's progress in these skills. Our school believes that all children need to make good progress in order to develop to their true potential.

11. The role of the subject leader

- to develop and then monitor the subject policy,
- provide a strategic lead and direction for the subject,
- have an overview of the whole school provision,
- support and offer advice to colleagues on issues related to the subject,
- monitor pupil progress in History
- understand the progression of skills through the school,
- provide efficient resource management for the subject,

12. Monitoring and review

Our Local Governing Committee is responsible for reviewing and monitoring the school curriculum.

The headteacher ensures that the curriculum is designed, delivered and reviewed at the school in accordance with the trust-wide curriculum policy