

“Every child is a unique child of God.”

WHINMOOR



ST. PAUL'S
C of E Primary School

Whinmoor St Paul's (VA) C of E Primary School History Policy

Every Child is a Unique Child of God

At Whinmoor St. Paul's Church of England Voluntary Aided Primary School, everything we do is underpinned at all times by the Christian ethos of valuing the individual. We believe that every child is respected as a unique child of God, the future adults in society. We believe children are gifts from God and we are privileged to work with their families and carers, to enable them to live life to the full.

Agreed: April 2022

Review Date: April 2025

Signed: Chair of Governors: Mrs R Davies

Date: 27th April 2022

Our Mission and Ethos

At Whinmoor St Paul's Primary school we believe that every child is a unique child of God and lives in a world that God has made.

We aim:

- ***To provide a safe nurturing environment where every child can achieve his/her full potential***
- ***To inspire a lifelong love of learning***
- ***To value all faiths and cultures and to celebrate diversity***
- ***To develop a sense of respect and responsibility towards self, others and the world in which we live***
- ***To build strong relationships with the local community, our city and the wider world***

And to do all this as a caring community based on strong Christian values

The Governing Body and staff of Whinmoor St Paul's Primary School take as our first priority the responsibility to safeguard and promote the welfare of our pupils, to minimise risk and to work together with other agencies to ensure rigorous arrangements are in place within our school to identify, assess, and support those children who are suffering harm and to keep them safe and secure whilst in our care.

PURPOSE OF STUDY

At Whinmoor St Paul's we believe that a high quality sequenced and progressive history education should inspire in pupils a coherent knowledge and understanding of Britain's past and that of the wider world which should engender pupils' curiosity to know more about the past. History teaches us where we have come from, how our approach to the world shaped the present we are living in today and helps us make informed decisions about the paths we can now take in order to shape our future. These ideas encompass all of life, from our cultural heritage, how we treat others, our impact on the environment, the effect of technological advancement, our spiritual and moral development and our place in the universe. 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 people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity within modern Britain, which holds such a rich and broad range of cultural diversity, influences and active change.

AIMS:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

KEY STAGE 1:

Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality

KEY STAGE 2:

- changes in Britain from the Stone Age to the Iron Age
- the Roman Empire and its impact on Britain

- Britain's settlement by Anglo-Saxons and Scots
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- a local history study
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300

TEACHING AND LEARNING STYLES

The expectation is that Learning and Teaching styles will differ from each lesson and will address the needs and wants of the children and individual topic being taught. The focus may be more investigative based, research-based or practical in nature. We encourage teachers to be adaptive learners and be aware of the differing needs and challenges of each class. This means that lesson styles will change and evolve over the year, using a full range of resources, support and individual/ pair/ group work to achieve the objectives and make progress.

Good attainment and progress in History is achieved by creating a strong foundation of learning, through the development of knowledge and skills; which can be built on, supported and extended by a range of practical lessons. Trips and visitors greatly enhance our History curriculum- bringing topics to life. As the children progress through the school they will be encouraged to become more active planners of their own learning, taking part in projects, supporting each other through peer review and feedback and developing their global appreciation of History across their curriculum.

HISTORY PLANNING:

Key Stage objectives are set and agreed with Year Group teachers at the start of the year to ensure that all objectives are covered successfully over the Key Stage to avoid omission or repetition. Each class teacher is then responsible for creating their Long Term Plans to cover their given objectives. Weekly planning should then be placed onto the shared drive to help gain an overview of the learning.

ASSESSMENT AND MONITORING

Formative assessment is the basis for assessment in History. Work, where appropriate, will be recorded in exercise books in Key Stage 2. In Key Stage 1 and Foundation Stage there will be a mixture of recorded work and additional evidence in the form of photographic records and classroom displays.

At the beginning of the topic, children will answer a key question based on their topic and will answer this again at the end of the topic to assess progress and knowledge. This will feed into future planning and subsequent lessons to ensure that any misconceptions are addressed. Summative assessment is inputted twice a year onto Target Tracker to assure progress in line with the National Curriculum.

The History Leader will liaise with class teachers to conduct book scrutinies as well as Subject Reports and Development Plans.

The History Leader is also responsible for supporting colleagues in the teaching of History, for being informed in current developments in the subject and for providing a strategic lead and direction for the subject within school.

RESOURCES

Resources are held in the classrooms cupboard within year groups. We have also established links with 'Starbeck' who provide cross-curricular resources that could be used across the year groups to support teaching in the creative curriculum. ICT linked resources are updated and maintained by the ICT technician and made available to class computers and laptops.

INCLUSION AND DIFFERENTIATION

All children should have regular access to History appropriate to their stage of development. Challenge is integral to or teaching and we aim to encourage all pupils to reach their full potential through the provision of varied opportunities. Work will be differentiated to aid children's learning visual prompts available. Also, more-able children should be given opportunities for open-ended tasks, further research and more challenging studies. We recognise that our curriculum planning must allow pupils to gain a progressively deeper understanding and competency as they move through school. This can be encouraged, monitored and supported by the Assessment and Monitoring arrangements above.

COMMUNITY LINKS

At Whinmoor St. Pauls, we believe that History education should contribute to the community by promoting the study and understanding of local groups, people and sites, including the direct locality of the school. This is in order for the children to have an understanding of their local environment; to develop a sense of pride in their community ensuring they are willing and able to treasure them for future generations.

We have a clear duty under the Equality Act 2010 to ensure that our teaching is accessible to all pupils. Inclusive PSHE will foster good relations between pupils,

tackle all types of prejudice, promote understanding and respect, enabling us to meet the requirements, and live the intended spirit, of the Equality Act 2010.

Written by Jennifer Percival, Geography and History Leader, April 2022