

History Policy at Chilmark and Fonthill Bishop Primary School

Intent

History nurtures children's curiosity about the past at Chilmark. We want our children to understand what has changed and what has stayed the same over time; identifying similarities and differences throughout history. Strong importance is placed on knowledge particularly on chronology. We focus on enabling the children to think like historians through developing the skills of enquiry, analysis and interpretation. We firmly believe that the children need to leave Chilmark with both substantive and disciplinary knowledge. Thus providing our children with an understanding of the world around them, the historical significance of topics studied and the various interpretations that surround them. This prepares them for their future historical studies at their Secondary school.

School values

As a Church of England school, we place great importance on our eight words of power across our school and within all areas of the curriculum. In our History curriculum, faith, resourcefulness, resilience, love, friendship and respect are particularly important.

- Faith because in many of our units of study religion and belief is hugely important to the people of those times.
- Resourcefulness because in many of our units of history, the children will learn how people survived without the resources and technology that is readily available today.
- Resilience because the children will learn how people in the past overcame particular hardships.
- Love because we will see that family units were a constant theme over all times and civilisations.
- Friendship because links/trade and alliances between communities and nations are a constant theme that has existed throughout history.
- Respect because although people in the past may have believed different things, we are able to reflect on that today to give us an understanding of how things are now.

Implementation

We place particular value on providing the children with the vocabulary in order to explain their historical thinking. From the foundation stage to year 6, vocabulary is built upon and can be seen in our progression. As we teach in mixed aged classes, teaching in a chronological order is not possible, therefore great emphasis is placed on our golden threads and linking what the children know already to their future learning. Knowledge of chronology within a period is important as is the where a particular periods fits in overall in history. This can be seen in our Knowledge Organisers which teachers produce for every period of history studied and are shared with children. Teachers carefully plan units of work to ensure that all children develop knowledge and skills and are increasingly challenged as they move through the school. Our curriculum is designed so children will cover each of our seven key historical skills at least once in each class.

Early Years

In the Early Years Foundation Stage, the children begin their historical learning. This is largely through their own experience. They gain fundamental knowledge to build upon in future learning. The knowledge and vocabulary they build is crucial to supporting their learning in Key Stage 1.

Key Stage One

Despite mixed aged classes, the children in Key Stage One continue to build the foundations of their historical knowledge through the key themes. The focus of areas of study are carefully chosen to cover the National Curriculum objectives whilst also taking advantage of opportunities/resources local to our area to support the children in their learning. This may be a hook to begin a sequence of learning or opportunities interweaved within a sequence of learning. The children are building the foundations of their chronological knowledge. Throughout our history topics, we want the children to gain knowledge of chronology and the characteristic features of the period or person studied. We want the children to understand change and continuity, also cause and consequence. In Key Stage 1, the children will also begin to develop their enquiry skills and learn about the significance of historical events and how we gain information about the past. We also encourage the children to ask their own questions about events and people in history.

Key Stage 2

In Key Stage 2, it is at this point that the scope across the world is broadened from the understanding built in KS1. In Key Stage Two, we continue to focus on providing children with the opportunities to think as historians. The children continue to build upon their knowledge of chronology within and across the periods of local, British and global history they study. Year 3 focus on British History within Sycamore class and on a three year rolling programme in Elm, children study both British and global history. The children will make connections within our key themes and develop their knowledge of historical vocabulary. They will continue to use a range of resources and materials (both primary and secondary sources) to develop their knowledge and build research skills as they analyse and think critically about interpretation and reliability of sources. In Elm, the children explain how different versions of the past may exist. We encourage the children to enquire and ask questions such as 'how do we know?'. As in Early Years and Key Stage One these opportunities may be a hook or interweaved into our sequence of learning.

Impact

The impact of the teaching of History at Chilmark is that pupils know more, remember more and can do more. This includes technical language linked to the subject, concepts and terms associated with the subject. These are all linked to the well sequenced progressions in vocabulary and knowledge.

The impact of the curriculum is reviewed regularly. This is done within staff meetings, when staff bring examples of progress made (with a focus on the lowest 20%). It is done through book looks, when SLs look at the links made to prior learning and past units (this will lead to the development and refinement of the Knowledge organisers). SLs look at teachers planning, to see how the progression content is sequenced within the terms work, how it is linked to prior learning and how support is provided for the lowest 20%. Pupil voice will be used to explore how pupils can verbally demonstrate the vocabulary, knowledge and explain links between units of learning.

As the curriculum continues to develop we will take feedback from feeder schools to understand how the impact of the curriculum has improved the quality of learning in Key stage three. This information will then cycle back into the development of progression, knowledge organisers and will refine policy for the subject.