*Christ Church Primary School*

History Policy

2023

**Introduction and subject definition:**

History at Christ Church aims to provide pupils with a strong and inquisitive understanding of the past, to stimulate children’s interest and understanding about the life of people in the past through exciting, creative and stimulating practical activities which instil a natural curiosity in children to want to learn about, and question, the world around them. As such, history should help children to understand and question Britain’s past and the wider world. History aids the development of wider skills - asking perceptive questions, thinking critically, weighing evidence, sifting arguments, and developing perspective and judgement.

***The National Curriculum states:***

*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 and the challenges of their time.*

**Intent:**

History at Christ Church allows its pupils to challenge progressive themes: diversity, equality, changing attitudes to women, invasion, settlement and educationwhich have been specifically chosen in order to be engaging and relevant to our pupils in the modern world. Our topics are carefully planned to build on the expectations of the National Curriculum, providing learning opportunities that are meaningful to pupils and relevant to pupils living in the local area.

**Together**

*Our curriculum* aims to:

* Help children gain a coherent, chronological knowledge and understanding of Britain’s past and that of the wider world
* Inspire children’s curiosity to want to know more about the past and develop a lifelong love and interest for history
* Broaden children’s understanding of the history of the world around them, developing objective learners who can develop their own ideas and opinions through robust use of evidence and sources
* Enable all children to access the history curriculum through an inclusive and diverse programme

**Learn**

*Our curriculum aims to:*

* Develop children’s understanding of how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world;
* Enable children to 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, and the achievements and follies of mankind
* Equip children to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement through an enquiry led approach.
* Understand the methods of historical enquiry, including how evidence is used carefully to make historical claims through the use of hands on artefacts and primary and secondary sources.
* Provide children with the necessary **historical** **vocabulary** to be articulate and to effectively express their thoughts, ideas and opinions about what they learn, through written and spoken language;
* Determine how and why contrasting arguments and interpretations of the past have been constructed, and develop their own ideas and understanding based on the evidence available to them.

**Grow**

*Our curriculum aims to:*

* Develop children’s own identity within the world through the exploration of different societies and relationships between different groups, and the challenges they faced over time.
* Help children 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 and the challenges of their time.
* Explore and celebrate **cultural and spiritual differences** in an ever-changing world and how these have evolved over time
* Children develop their own historical understanding which can eventually lead their own line of enquiry in order to further develop their own ideas and their own historical identity

**Flourish**

*Our curriculum aims to:*

* Strengthen **children’s connection to their local area**, and the abundance of relevant historical and cultural links it provides such as the local museum and Moulton Hall;
* Forge a wealth of **enriching and fulfilling experiences** that enhance learning through trips, museum visits, hands on resources and visitors from outside of school

**Implementation:**

At Christ Church Primary School, we use a carefully curated range of topics in order to deliver the National Curriculum for history. Our pupils are taught the knowledge and skills to make sense of the world around them and of the past through five key strands: chronological understanding, knowledge and understanding of events, causation and change, historical interpretation, historical enquiry and organisation and communication. At foundation stage this is supplemented by the EYFS framework. The chosen themes of diversity, equality, changing attitudes to women, invasion, settlement and education have been carefully woven through the entire curriculum to ensure that knowledge is built upon and developed, and that children are able to make meaningful connections in their learning.

Christ Church adopts an enquiry focused approach to learning and teaching in history which develops our pupils as historians. Through enquiry our pupils not only build subject knowledge and understanding but become increasingly adept at asking perceptive questions, thinking critically, weighing evidence, sifting arguments, and developing perspective and judgement. We structure learning in history through overarching enquiry questions linked to each topic with each week answering a sub question that adds to the overall enquiry. Our curriculum is therefore ‘knowledge rich’ rather than content heavy as we recognise that if we attempt to teach historical topics and themes in their entirety we restrict opportunities for pupils to master and apply critical thinking skills and achieve more challenging subject outcomes. Knowledge and skills are regularly visited, and built upon as children progress through the school, so that children can build a deeper understanding of key themes throughout history. History is carefully planned and sequenced such that old learning is revisited and built upon. Lessons start with recall activities to strengthen links between each lesson. Light but formal assessment is used at the end of a topic to answer each overarching question and to ensure that all pupils have secured a good understanding over the course of the term.

History at Christ Church is exciting, creative and stimulating incorporating practical lessons. This allows children to access history and handle authentic sources and artefacts. Lessons offer children the chance to draw on their evolving knowledge to solve and explore historical fact and fiction. Each topic is taught through an enquiry approach in order to evoke a natural curiosity about the past and the world around them. The planned progression incorporates topics ranging from traditional into the unknown in order for children to explore their own identity in the world today and fully comprehend continuity, change and social development across the world and through time.

**Role of the subject leader:**

The subject leader, has a range of responsibilities in overseeing history at Christ Church. These include:

* Ensuring provision of the history curriculum through monitoring and planning of topics.
* Maintaining high standards of learning through observations, book scrutinises and feedback to staff, sharing good practice.
* Supporting others with subject knowledge and curriculum implementation
* Monitoring pupil engagement with the subject and providing an outlet for pupil voice through regular pupil interviews.
* Keeping up to date on developments within the subject, feeding these back to members of staff.
* Attending subject-specific training and passing on learning to staff.
* Maintaining resources, ensuring the school has enough to deliver the curriculum.
* Bidding for additional resources where a need is identified.

**Time allocation:**

Discrete history lesson are taught on an alternating termly basis with geography. Links are made when planning our inter-connected curriculum.

**Impact:**

The impact of the curriculum will be reviewed (during the year and at the end of the year), through book looks, planning scrutiny, feedback from staff, pupil voice and assessments of pupils’ learning.

**Localisation:**

In designing our curriculum, we have considered making it relevant by exploring facets of local history here in Bradford and wider across Wiltshire.

For example, Wiltshire is notable for its renowned prehistoric sites. Pupils have the opportunity to explore sites such as Stonehenge, Avebury and West Kennet through their learning on the Stone Age and Neolithic Britain.

***Assessment & tracking:***

History assessment is currently under review. However, each topic enquiry ends with a final assessment to monitor pupils’ understanding and attainment.

As part of a written annual report, parents are informed of children’s engagement and effort in history.

**Policy review:**

This policy will be reviewed on a yearly basis and is next due for review in 2024.