



St. James' Church of England Primary School

'Building One Faith, One Family, Our Future'

History Policy

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Approved by Governors – Autumn 2025

Review Date – Autumn 2028 (Standards Committee)

Foundation, Vision and Intent

St James' Lower Darwen

Church of England Primary School



"Building One Faith, One Family, Our Future."

"We offer a holistic curriculum that champions our community and is aspirational."

PERSONAL DEVELOPMENT

through

ENRICHMENT

THE NATIONAL CURRICULUM

SKATS

FORGIVENESS

COMPASSION

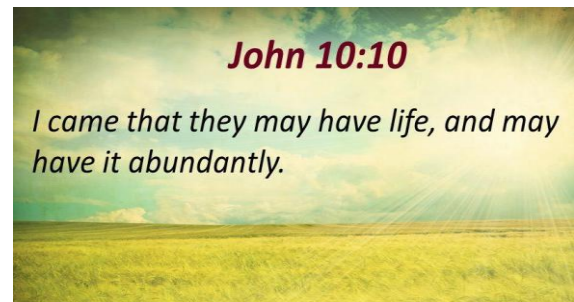
LOVE

TRUTH

JUSTICE

Jeremiah 29:11

John 10:10



We want our children to know that **God has a plan for them** that means **they live their best life possible**.

Each **policy** and procedure within school, alongside the ongoing **curriculum** delivery, our **SKATS** programme, **enrichment** and the **spiritual development** offered to our families through Worship, RE and our links with Church, work towards making this happen.

Engaging children and young people in investigating questions about people and events in the past helps them to better understand their lives today, the contested nature of knowledge and prepares them for the future as more informed citizens.

Our Christian Vision

Our vision and values are at the core of everything we do. They are taken from our two foundation scriptures, and they underpin our teaching and learning, and provide an environment which prepares our pupils as confident, happy citizens.

Our Vision for History

At St James' Lower Darwen Church of England Primary School we are committed to providing all children with learning opportunities to engage in history. This policy sets out a framework within which teaching and non-teaching staff can work, and gives guidance on planning, teaching and assessment. It has been developed through a process of consultation with school staff and governors.

History is about real people who lived, and real events which happened in the past. It is concerned with sequence, time and chronology and is the study of evidence about the past; it gives us a sense of identity, set within our social, political, cultural and economic relationships. History fires the children's curiosity about the past in Britain and the wider world and plays an essential part in preparing them for living and working in the contemporary world. Pupils consider how the past influences the present, what past societies were like, how these societies organised their politics, and what beliefs and cultures influenced people's actions. As they do this, children develop a chronological framework for their knowledge of significant events and people. They see the diversity of human experience and understand more about themselves as individuals and members of society. What they learn can influence their decisions around personal choices, attitudes and values. In history, children find evidence, weigh it up and reach their own conclusions. To do this they need to be able to research, sift through evidence, and argue for their point of view – skills that are prized in adult life.

Aims

The aims of history are:

- To develop an understanding of substantive concepts: exploring and understanding the key events, people, ideas and societies of the past.
- To develop an understanding of disciplinary concepts: understanding how historians find out about and interpret the past.
- To use Historical enquiry by posing and answering historical questions using evidence.
- To develop an understanding of the passage of time, using language related to chronology and building timelines to place events in chronological order.
- To instil in the children a curiosity and understanding of events, places and people in a variety of times and environments.
- To develop an interest in the past and an appreciation of human achievements and aspirations
- To understand the values of our society

- To learn about the major issues and events in the history of our own country and of the world and how these events may have influenced one another
- 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 ours
- To understand the nature of evidence by emphasising the process of enquiry and by developing the range of skills required to interpret primary and secondary source materials
- To distinguish between historical facts and the interpretation of those facts
- To understand that events have a multiplicity of causes, and that historical explanation is provisional, debatable and sometimes controversial

Curriculum

Utilising the Kapow History curriculum, the children undertake a broad and balanced programme that takes account of abilities, aptitudes and physical, emotional and intellectual development. This comprehensive learning and teaching programme provides a modern, relevant and intellectually challenging history curriculum which also makes meaningful and rigorous links to other subjects.

Progression Early Years Foundation Stage (EYFS) – Year 6

At our school an important objective is for all pupils to develop as young historians and we achieve this by recognising and planning for what becoming better at history entails – progression - and consequently challenging and supporting our pupils to work historically in a more rigorous manner as they progress through the school. To enable this to happen we have established an enquiry-based curriculum that recognises the crucial importance of identifying not just what we want our pupils to know and do in history but also the intellectual outcomes we intend them to achieve through their learning.

As pupils progress as historians, they develop their historical perspective by being taught:

- Generative knowledge. This so-called ‘sticky knowledge’ acts as the building blocks for further learning and deeper understanding by allowing pupils to develop rich and complex schemata.
- Substantive knowledge. Children learn about the abstract concepts such as ‘monarchy’ and ‘taxation’ through a range of different contexts. Providing meaningful examples with repeated encounter is the most effective way of expanding this deeper knowledge and driving progress. Substantive strands include:
 - Topic knowledge
 - Chronological Awareness
 - Substantive concepts
- Disciplinary knowledge. Children learn about the ways in which historians study the past and construct accounts through specific examples. Historical enquiry is not a pedagogical approach but rather a means by which historians enquire about the past and use their findings to construct meaning. Disciplinary strands include:
 - Historical enquiry
 - Disciplinary concepts

Throughout their time at St James' Church of England Primary School, children will be specifically taught these concepts in a manner appropriate to their age and that allows them to build upon previous learning, with the Kapow national curriculum being a progressive curriculum that covers all the National Curriculum objectives linked to History along with the Early Years Curriculum linked to Understanding of the World.

Planning of history

The study of history involves engaging pupils in investigating questions about people and events in the past in order to enable them to better understand their lives today and for a future as more informed and enlightened citizens. Through the study of history pupils also develop a wide range of critical thinking skills, which enable them to understand the contested nature of knowledge and to distinguish between 'fact' and subjectivity when it comes to reaching conclusions and making judgements about the past. With this in mind, we have established a school curriculum plan for all pupils that is:

- **Aspirational** in terms of instilling in our pupils a desire to achieve the highest levels of success through providing them with the opportunities to excel in terms of their acquisition of long-lasting knowledge and understanding and mastery of core historical skills. Such high aspirations are clearly identifiable in the progressive and increasingly challenging objectives of the scheme of work of each enquiry, which define clearly what the pupils will know, understand and be able to do.
- **Logical, and broad and balanced** in terms of the areas of subject content we have selected which reflect the guidance and the demands of the National Curriculum. For example, we have ensured that content includes representative investigations of British history spanning the period from the Stone Age to the Norman invasion of 1066 as well as enquiries focusing on the achievements of ancient civilizations such as the Maya, the Shang Dynasty and Ancient Greece.
- **Chronologically sequenced** as pupils progress through the school which allows them opportunities to evaluate both change and progress from one historical period to another and to build on previous knowledge and understanding as they tackle more complex and demanding enquiries.
- **Relevant** in terms of the careful consideration that has been given to the selection of historical enquiries that extend the knowledge and understanding of pupils beyond 1066 e.g. evaluating the significance of the Battle of Britain and the impact of the British Empire.
- **Progressively more challenging** Starting in Early Years, with recent history, the curriculum is progressive till the end of Year 6, both in terms of the complexity of the subject knowledge that we want our pupils to acquire and also the critical thinking skills we support them to utilise to ensure they understand the significance of that knowledge. These anticipated outcomes in knowledge and understanding and skills acquisition are detailed in the objectives of the detailed scheme of work for each enquiry.
- **Built upon and has continuity** with the provision for history established in the Early Years Foundation Stage and in particular that which addresses the knowledge and skills expectations of the Past and Present Early Learning Goals under the Understanding of the World prime area.

- **Inclusive** in terms of delivering the same curriculum to all of our pupils irrespective of specific learning needs or disabilities and differentiating where necessary through, for example, in class support, providing different learning environments, alternative learning activities and assessment outcomes.

How we teach history

We adopt an enquiry focused approach to learning and teaching in history which develops our pupils as young historians. Through enquiry our pupils not only build subject knowledge and understanding but become increasingly adept at critical thinking, the use of relevant and specific vocabulary and their grasp of subject concepts. We structure learning in history through big question led enquiries about relevant historical topics, places and themes. Each unit is broken down into 6 smaller questions that lead into the overarching big question of the unit. Our curriculum is therefore 'knowledge rich' rather than content heavy as we recognise that if we attempt to teach historical topics, places, themes and issues in their entirety we restrict opportunities for pupils to master and apply critical thinking skills and achieve more challenging subject outcomes. By building on prior learning and making links to the substantive knowledge taught in different year groups, it provides children with the platform to develop a deeper understanding of their learning.

Immersive learning in history that provides sufficient time and space for our pupils not only to acquire new knowledge and subject vocabulary but also to develop subject concepts and understand the significance of what they have learned.

Our teaching and learning in history is interactive and practical allowing opportunities for pupils to work independently, in pairs and in groups of various sizes both inside and outside of the classroom. Wherever possible we provide our pupils with contemporaneous historical evidence including narratives, paintings, photographs, artefacts, and data in the form of censuses and films to analyse and from which to reach conclusions and make judgements. Similarly, we provide varied and differentiated ways for pupils to record the outcomes of their work including the use of PowerPoints, relevant videos, concept mapping, annotated diagrams, improvised drama, and the application of a wide range of writing genres. Only in this way will knowledge become embedded and 'sticky' and ensure that our pupils can build on what they know and understand from one year to the next. The schemes of work for each historical enquiry highlight both the objectives and anticipated outcomes of the investigation. They are also carefully structured through the use of ancillary questions, to enable pupils to build their knowledge and understanding in incremental steps of increasing complexity until they reach the point where they are able to answer the question posed at the beginning of the investigation.

Our learning and teaching in history also recognises the importance of the local area with a number of our investigations involving observation, recording, presentation, interpretation and the evaluation of historical information outside of the classroom e.g. significant people, places and events locally alongside looking at our school in the past.

Assessment

Each enquiry which forms our programme of learning and teaching in history sets clear objectives and outcomes for the pupil in terms of knowledge and understanding and skills acquisition. When assessing pupils', evidence is drawn from a wide range of sources to inform the process, including interaction with pupils during discussions and related questioning, day to day observations, practical activities such as model making and role play drama, the gathering, presentation and communication of fieldwork data and writing/activity outcomes in children's books. The outcomes of each enquiry serve to inform the teacher's developing picture of the knowledge and understanding of each pupil and to plan future learning

accordingly. We do not make summative judgements about individual pieces of pupil work but rather use such outcomes to build an emerging picture of what the pupil knows, understands and can do.

At the end of each year, we make a summative judgement about the achievement of each pupil against the subject learning goals for history in that year. At this point teachers decide upon a 'best fit' judgement as to whether the pupil has achieved and embedded the expected learning goals, exceeded expectations or is still working towards the goals. These decisions are based on the professional knowledge and judgement that teachers possess about the progress of each pupil, developed over the previous three terms, which allows an informed and holistic judgement of attainment to be made. Achievement against the learning goals for history at the end of the year is used as the basis of reporting progress to parents.

Monitoring and Evaluation and the role of the History Co-ordinator

All teachers at our school are responsible for monitoring standards in history but the History Co-ordinator, under the direction of the Headteacher, takes a lead in this. Monitoring activities are planned across the year and form part of the History Co-ordinator's leadership schedule. These could include:

- Subject leadership time to analyse samples of pupils' history work to moderate standards (attainment and progress against outcomes and end of stage performance descriptors) to ensure consistency and that colleagues are informed of subject developments at local and national levels with which the Co-ordinator has been involved.
- The monitoring of coverage to ensure there are no gaps.
- Lesson observations to ensure that learning and teaching is appropriately engaging and challenging and that the anticipated subject progress is being made by the pupils
- The sampling of pupils' work to ensure that expectations in terms of subject outcomes are being maintained through the curriculum.
- Over the year, the History Co-ordinator provides feedback to staff about the quality of history being taught and uses evidence to lead a discussion on standards being achieved within the subject.

The History Co-ordinator also has the responsibility to take a lead in developing History further across the school within the school's development plan; monitoring the effectiveness of teaching and learning; and the use of resources. Teachers and educational support staff can expect support from the History Co-ordinator arising from targets identified in the school improvement plan and from the outcomes of performance management and induction programmes.

To develop staff confidence and competence in teaching History the subject co-ordinator will:

- Attend subject professional development opportunities as they arise.
- Identify and source staff training needs arising from the above and through induction programmes and performance management reviews.
- Arrange for relevant advice and information from professional development programmes, including courses, to be disseminated and where appropriate included in subject improvement planning.

- Where necessary lead (or arrange) school-based subject improvement training.

Safety Guidelines

Teachers should refer to the school's Health and Safety Policy and the safety procedures recommended in the DfE 'Health & Safety of Pupils on Education Visits' guidelines, for the field study aspect of this subject.