



## History Policy



In History, we aim to ensure that our children gain an excellent knowledge and understanding of people, events, and contexts from a range of historical. We want them to develop the ability to think critically about history and communicate ideas confidently. They will learn and foster the ability to consistently support, evaluate and challenge their own and others' views using detailed and accurate historical evidence derived from a range of sources. They will develop the ability to think, reflect, debate, discuss and evaluate the past, formulating and refining questions and lines of enquiry. We aim that our children will leave school with a passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways. We strive for our pupils to think and act as historians.

We ensure there are opportunities for all children to develop their skills and knowledge in each unit, and plan for progression to ensure children are being challenged as they move through the school. We teach the knowledge, skills and understanding set out in the New Curriculum.

The history curriculum at The Redeemer CEP seeks to give pupils a solid foundation and broad overview in some of the most important periods, events and themes in British and world history. The curriculum gives pupils a strong grounding in British history, taught chronologically from the first settlements through Roman Britain, the Vikings, Anglo-Saxons, the medieval period and up to the Industrial Revolution and touching on Britain during the two World Wars. While studying these periods the units explore themes of change and continuity, perspective and power. We have carefully selected the units exploring world history to provide global coverage and introduce a number of themes, attempting to keep the chronological strand at the heart of the teaching and learning.

History is taught on a termly basis, across Key Stages 1 and 2. Each year group has three history units. Teachers have identified the key knowledge and skills of each topic and consideration has been given to ensure progression across topics throughout each year group across the school. By the end of year 6, children will have a chronological understanding of British history from the Stone Age to the present day. They are able to draw comparisons and make connections between different time periods and their own lives. Interlinked with this are studies of world history. Each unit builds up to an assessment essay or extended write at the conclusion of the unit. Pupils are supported with structures and guidance and this piece of writing forms an assessment tool for teachers to gauge the effectiveness of the learning that has taken place, and knowledge acquired throughout the unit.

Within the Early Years Foundation Stage, history is included as part of Understanding the World. The children learn to investigate similarities and differences, the local environment and cultures and beliefs, fostering the skills essential to developing historical understanding.

During Key Stage 1, pupils learn about changes within living memory, revealing aspects of change in national life. They learn about events beyond living memory that are significant nationally or globally, including events commemorated through festivals or anniversaries. Pupils are given the opportunity to study the lives of significant individuals in the past who have contributed to national and international achievements. Some are used to compare aspects of life in different periods. Pupils learn about significant historical events, people and places in their own locality, gaining a real insight into local history.

Throughout Key Stage 2, pupils continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. This sense of understanding of is referred to throughout this Key Stage so that pupils become secure in their understanding of important historical events and eras, trends over time and develop the appropriate use of



historical terms. They regularly address and sometimes devise historically-valid questions about change, cause, similarity and difference, and significance. Pupils learn to select, organise, review and present relevant historical information. Pupils begin to understand how our knowledge of the past is constructed from a range of sources and that sources need to be carefully evaluated.

Assessment for learning is continuous throughout the planning, teaching and learning cycle. Key historical knowledge is taught to enable and promote the development of children's historical enquiry skills.

Assessment is supported by use of the following strategies:

- Observing children at work, individually, in pairs, in a group and in class during whole class teaching.
- Using differentiated, open-ended questions that require children to explain and unpick their understanding.
- Providing effective feedback, including interactive marking, allowing children to engage with their learning and to provide opportunities for self-assessment, consolidation, depth and target setting.
- Book moderation and monitoring of outcomes of work, to evaluate the range and balance of work and to ensure that tasks meet the needs of different learners, with the acquisition of the pre-identified key knowledge of each topic being evidenced through the outcomes.
- Use of specific and measurable Learning Objectives for each lesson, and quizzes and warm-up activities designed to embed knowledge and learning.

At The Redeemer CEP, every child from Y3 upwards writes an essay/extended write at the end of each history unit based on the topic that they are learning about. In the younger years, the essay question will be relatively straightforward – for example, “How did the way people live change throughout the Stone Age?” As pupils get older, the essays become more sophisticated. For example, after studying the civil rights movement in the US, Year 6 may answer the question “Civil disobedience was more important than legal decisions during the civil rights movement.” To what extent do you agree with this statement? This essay title forces pupils to apply their disciplinary skills as well as their substantive knowledge. This process allows, a bank of essays to be produced for each unit of work that teachers can use before teaching a new topic to gain an idea of what can be expected. These essays are useful indicators of progress, as year-on-year you can watch a pupil's essays improve and become increasingly sophisticated. It also supports key English skills to be developed and improved.