



## St. Laurence C.E Primary School

### History Policy 2023

This policy outlines the teaching, organisation and management of the history taught and learnt at St Laurence's C.E Primary school. It reflects the school's values and ethos.

#### [Curriculum Statement](#)

##### **Intent**

At St Laurence, we aim for a high-quality history curriculum which inspires in pupils a curiosity and fascination about the past. Our teaching equips pupils with a coherent knowledge and understanding of Britain's past and that of the wider world. Our curriculum allows children to build their knowledge, understanding of substantive historical concepts and chronology, as they move through school. We have identified key substantive concepts (such as invasion, settlement and civilisation) that children will repeatedly visit throughout the curriculum.

Our history curriculum is designed to enable children to develop disciplinary concepts (being a historian) alongside developing their substantive and chronological knowledge of historical events.

We want children to enjoy and love learning about history and gaining knowledge and skills both in the classroom and through educational visits.

**At the core of all we do is our three main values:** creativity, trust and wisdom.

We believe that our history curriculum enables pupils to develop **wisdom**, which will help them in their everyday lives.

*"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."* National curriculum 2014

We build and develop **trust** through the learning and activities we create, developing teamwork as well as independent thought and confidence.

Our history curriculum also develops **creativity**, and we recognise the importance of giving children opportunities by asking open questions to investigate a problem, with teachers sharing in the process of enquiry with their pupils and modelling curiosity.

Linking all three of these core values is developing children's critical thinking skills, where children can analyse, weigh up evidence and ask perceptive questions.



## Implementation

### Early Years

Early years explore history themes and content through the Understanding of the World strand. As children learn about the world around them they find out about the past through talking to parents, grandparents and friends, as they develop an interest in their own life story as well as the stories of their family- this is the beginning of developing an understanding of the past and helps children to learn how other people are different from them.

### KS1 and KS2

Both key stages will focus on a wide range of historical skills and knowledge. In KS1 the curriculum focuses on developing the substantive facts and beginning to develop an understanding of the chronology of events. This is continued into KS2, where children are able to develop their understanding of both disciplinary and substantive concepts. By ensuring high standards of teaching and learning in history, we implement a curriculum that is progressive throughout the whole school. By the end of year 6, children will have a chronological understanding of British history from the Stone Age to the present day. Lessons also build in retrieval activities and help develop chronological understanding by linking current learning to previous learning. Our curriculum is vocabulary and language rich and we recognise the importance of oracy skills.

Interlinked with this are studies of world history and focused local studies. Educational visits and visitors will also enhance the history curriculum.

## Impact

Children will be equipped with historical skills (disciplinary concepts) and knowledge that will instil a curiosity and understanding of events, places and people. It will also help children to understand the values of our society. Children will see the diversity of human experience, and understand more about themselves as individuals and members of society.

### SMSC Development

Spiritual education in history gives students the opportunity to explore values and beliefs and consider the way in which they affect peoples' lives. We encourage children to ask "why?", "how?" and "where?" questions as well as "What?" Moral education in history provides opportunities for children to recognise the moral implications of the actions of historical figures and to reflect on issues such as wars, conquests and invasions. Social education in history involves the study of real people in different societies in the past. As well as looking at their own history. Cultural education provides the study of real people in real places in the past. It provides opportunities for multi-cultural education through recognising similarities and differences.



### Skills progression

Teachers have identified the key knowledge and skills for each blocked unit and consideration has been given to ensure progression across topics and throughout each year group. Key substantive concepts have been identified and highlighted on our long term planning, these are repeatedly revisited in order to develop children's understanding.

### Assessment

Assessment for learning is continuous throughout the planning, teaching and learning cycle. Assessment is supported by the use of the following strategies:

- Providing effective feedback, including interactive and oral marking where appropriate, to engage children with their learning and to provide opportunities for self-assessment.
- Using differentiated, open- ended questions that require children to explain their understanding: in line with the *school's underlying ethos for children to gain confidence in articulating their knowledge and expressing themselves clearly.*
- Observing children at work, individually, in pairs, in groups and in class.
- Use of a specific learning question for each lesson
- Use of retrieval tasks at the start of lessons
- Children will complete an end of topic assessment task, which focuses on assessing their understanding of a key learning objective, which will be identified on the medium-term planning.
- key vocabulary will be used to create a title page and will be referred to throughout the topic.

### Inclusion and differentiation

We recognise the fact that in all classes there are children of widely-different abilities in history and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:

- setting common tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty, which may include more open ended research projects for able children.
- providing resources of different complexity depending on the ability of the child;
- using classroom assistants to support children individually or in groups.

Linked to our teaching and learning policy, our history curriculum follows the three key principles of mastery:

- Fluency – the ability to recall and apply essential facts and skills quickly
- Reasoning – the ability to explain their understanding
- Problem-solving – the ability to apply your understanding in unfamiliar contexts

Last Reviewed: February 2023  
Next Review: February 2026



### Role of the subject leader

The subject leader's responsibilities are:

- To ensure a high profile for the subject.
- To ensure a full range of relevant and effective resources are available to support learning.
- To monitor planning and oversee the teaching of history.
- To monitor books and interview children.
- To lead further improvements in and development of the subject.
- To create and update ongoing action plans, centred around moderation
- To create a yearly report and feedback to the governing body