



## Holy Trinity Church of England (Aided) Primary School

### History

#### *The Best for Every Child - a Unique Child of God*

*See how much the Father has loved us! His love is so great that we are called God's children — and so, in fact, we are (1 John 3:1)*

At Cookridge Holy Trinity Church of England (A) Primary School we serve the community by providing a happy, secure and caring Christian environment where all are valued and respected. We pride ourselves on being friendly and welcoming. We believe in the uniqueness of the individual as a child of God and recognise the range of contributions that each can make.

We provide for the spiritual, emotional, physical, mental and social development of the whole child, as a child of God. We seek to foster self-esteem and instil a sense of responsibility to others and the world around them through the teaching of our Christian Values.

We are committed to the pursuit of excellence, and the school curriculum aims to offer all children a broad and balanced, relevant and differentiated curriculum which provides consistency and continuity of teaching throughout the school, enabling every child to maximise their potential.

We work in partnership with parents, the local church, the wider community and other schools to provide an education of the highest quality.

Policy written by: Catherine Hickey

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At Cookridge Holy Trinity Primary School, as an inclusive school, we aim to give **all** children a high quality History education which provides them with a coherent knowledge of the history of Britain and the wider world whilst also inspiring their curiosity about the past. Children will experience teaching which enables them to ask perceptive questions, think critically, explore evidence, examine arguments, and develop perspective and judgement about people and events from the past.

*(National Curriculum in England, History programme of study, 2014)*

### **Aims**

As a school our goal is to cover the following National Curriculum aims in an engaging and meaningful way for every child:

- British history
- Wider world
- Chronology and impact
- Develop enquiry skills

*(National Curriculum in England, History programme of study, 2014)*

### **Planning and implementing the curriculum:**

To ensure children receive an in-depth history education, teachers will plan lessons using the Chris Quigley Essentials Curriculum which splits the National Curriculum into four broad history objectives:

- To investigate and interpret the past.
- To build and overview of world history.
- To understand chronology.
- To communicate historically.

Within these objectives, the three milestones enable teachers to plan differentiated lessons which support and challenge children whilst always aiming to deepen their historical knowledge and understanding. It also ensures children are constantly developing their skills and knowledge as they progress through school.

When implementing the curriculum teachers will aim to make learning as ‘hands on’ as possible. Children will have the opportunity to handle and examine artefacts, take part in immersive workshop days from outside providers and go on trips.

Teachers should also ensure there are opportunities for children to explore questions and evidence, making links to P4C where appropriate. They will also make links with other curriculum areas where possible to further embed children’s learning and understanding. In addition, when delivering the curriculum, history should be taught in a way that fosters a knowledge, understanding and respect for other cultures and nationalities in line with the schools Christian values.

### **Key stage 1:**

“Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.”

*(National Curriculum in England, History programme of study, 2014)*

### **Key stage 2:**

“Pupils should 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. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.”

*(National Curriculum in England, History programme of study, 2014)*

Within lessons children in both key stages will undertake a variety of tasks including:

- Workshops led by outside providers
- Visits to historical places on interest.
- Drama/ roleplay
- Group work
- Research and presentation
- Art and design activities
- Handling artefacts
- Discussing and analysing evidence about the past
- Looking at photographs
- Creating and interpreting timelines

### **Inclusion**

As an inclusive school **all** pupils, irrespective of social background, culture, race, gender, differences in ability and disabilities have access to a balanced and broadly-based curriculum which includes Geography. We aim to meet the needs of the children in our care by: setting suitable learning challenges, responding to pupil’s diverse learning needs and overcoming potential barriers to learning and assessment for individuals and groups of pupils.

### **Equal Opportunities**

It is necessary to refer to the School’s Equal Opportunities Policy. Boys and girls should be given the opportunity to study and carry out all aspects of Geography work included in the schemes of each year group. Matters relating to religion, race and culture will be dealt with in a respectful and understanding manner. No child must be denied the opportunity to take part in field trips for financial reasons.

### **Assessment and Recording**

Children will be assessed on each of the four Chris Quigley objectives at the end of each term. Children will be recorded as working at either basic, advancing or deep for their particular milestone and this will be recorded on Depth of Learning. It would be expected that children working in the first year of a Milestone (years 1, 3 and 5) would have a more basic understanding which will then deepen as they progress to the second year.

Years 1 and 2 – Milestone 1

Years 3 and 4 – Milestone 2

Years 5 and 6 – Milestone 3

Judgements in each area will be made in a variety of ways including observing pupils at work, by questioning, talking and listening to them and by assessing work produced by them. The assessment tasks or opportunities should be an integral part of the medium term plans.

To ensure that History may be delivered as effectively as possible, the co-ordinator may assist colleagues in a variety of ways:

- advising on resources and planning
- trying to clarify areas of uncertainty
- reviewing the History policy
- monitoring and evaluating the teaching of History within the school
- assisting in staff development in History
- collecting and checking medium term plans for each year group
- attending courses and disseminating appropriate information to staff
- being available to support staff when needed

