



History Policy

Condovery and St Edward's CE Primary Schools

Last Reviewed: September 202

Next Review: September 202



Rationale

At Condover and St Edward's CE Primary, a high quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask questions, think critically, weigh evidence and develop perspective and judgement. 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.

Curriculum Aims

In History we aim to ensure that all pupils:

- Have knowledge of and understand the history of Britain from the stone age to the present day
- Know and understand significant aspects of the history of the wider world
- Understand **historical concepts** such as continuity and change, cause and consequence and similarity and difference
- To use, understand and analyse sources

Teaching and Learning

History at Condover and St Edward's CE Primary School allows for children to gain a progressively deeper level of knowledge as they progress through the school. History is planned using the National Curriculum and curriculum progression documents, The Statutory Framework for the Early Years Foundation Stage 2021, Educational programmes and Early Learning Goals.

Historical Key Skills

Children at Condover and St Edward's School learn to use a variety of approaches to answer relevant historical questions by collecting, analysing, presenting and making sense of, in today's terms, their findings. This may take place in a discrete history lesson but cross curricular links will be established where possible.

Children will:

- Develop their **knowledge and understanding** of British and worldwide history
- Know how to **apply** what they have learnt
- Be able to **evaluate** their thoughts and findings from primary and secondary sources

Intent, Implementation and Impact

Intent

The history curriculum at Condover and St Edward's has been developed with the help of pupil voice. We used this as an indicator of strengths and weakness in their historical knowledge and developed the three yearly projects around this. Living in such a rich historical area, we want to develop the pupils' local history knowledge and appreciate the rich history of their locality. This is



evident in our projects: 'Condover and St Edward's/Dorrington', 'Castles', 'Evolution' and 'Industrial Revolution' in Cycle 1.

Projects are chosen in line with the 2014 National Curriculum objectives and the revised statutory framework for the early years foundation stage and are sensitive to children's interests, as well as the context of the local area. The history curriculum is carefully planned and structured to ensure that current learning is linked to previous learning. In line with the national curriculum, our curriculum aims to ensure that all pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world, learn how to think critically and evaluate arguments and learn about the complexity of people's lives.

Implementation

History is taught in each project throughout the year- the History co-ordinator has identified key questions to drive learning in each project. Projects are not taught in chronological order but timelines are used to develop pupils' understanding of chronology. Project walls are used in classrooms to allow children to become more independent learners. Quizzes are used in lessons to review key knowledge and make links to previous learning. 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. Additionally, children learn about worldwide history from different periods covering a range of cultures.

The local area is also used to help develop pupils' knowledge and appreciation of local history. Planning is informed by and aligned with the National Curriculum and the Early Learning Foundation Stage Framework 2021. We are developing the use of sources when teaching; allowing children to see how we understand the past and the bias and subjectivity this can present. Book scrutinises and pupil interviews are conducted to see how history is taught and how previous knowledge is built upon between years. _

Equal Opportunities/Special Needs

We believe that all children have equal rights to all aspects of the school. We aim to actively challenge any examples of inequality or stereotyping especially those based on race, beliefs, culture or sex. In order to ensure pupils with SEND access the full history curriculum, teaching staff will provide the appropriate support.



Assessment, recording and reporting.

Pupils will be assessed in line with our Assessment policy.

Pupils receive live feedback and marking in every lesson.

Role of the co-ordinator

- Take a lead in policy development
- Plan the sequential progression of history teaching across the school
- Monitor the effectiveness of the teaching of history
- Support colleagues, including induction of teachers new to the school.
- Attend and provide CPD
- Make resources available for a range of purposes. • Liaise with other teaching staff regarding opportunities for children to participate in activities outside school.

Resources

Chromebooks to research information from secondary sources

Schools Library artefact boxes and books to supply primary and secondary sources

Trips

Visitors

Primary and secondary sources including:

- Photographs
- Maps
- Log books
- Diary entries
- Letters
- Newspapers