



St Berteline's Church of England Primary School

History Policy

Intent

It is our aim at St Berteline's C of E Primary School to recreate the past by teaching in an exciting and stimulating way. History has shaped the customs and beliefs of the society to which we belong and our children's understanding of the world in which they live is much dependent on their knowledge of the past.

"History is vital to a rich and broad primary education. It helps pupils to make sense of the present as well as the past, and to appreciate the complexity and diversity of human societies and development." - Tim Jenner HMI, Ofsted's subject lead for History (April 2021)

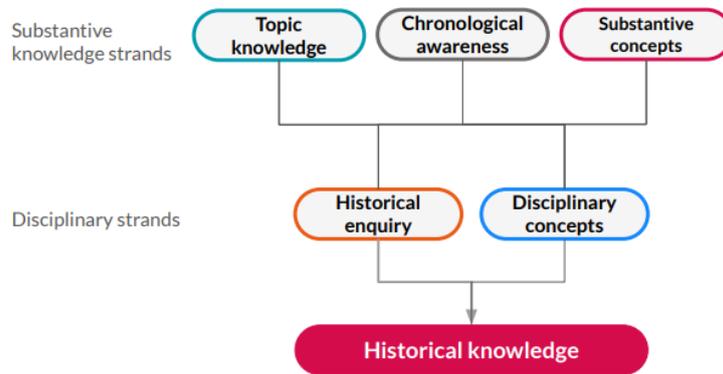
By teaching the History curriculum in a creative way and encouraging children to think critically, ask perceptive questions, weigh evidence and sift arguments, we hope to support their understanding of how the world was in the past, how it is today and how decisions made today can impact on our future.

Through Kapow's Primary's scheme of work. We aim to build awareness of significant events and individuals in global, British and local History and recognise how things have changed over time. History will support children to appreciate the complexity of people's lives, the diversities of societies and the relationships between different groups. Studying History allows children to appreciate the many reasons why people may behave in the way they do, supporting children to develop empathy for others while providing an opportunity to learn from mankind's past mistakes. This History scheme aims to support pupils in building their understanding of chronology in each year group, making connections over periods of time and developing a chronologically secure knowledge of History.

We aim to develop children's knowledge and skills that are progressive, as well as transferable. Children will be exposed to the teaching of History from day one of being in primary education and will develop a chronological awareness of all the events taught during their time at St Berteline's C of E Primary School. Kapow Primary's History scheme of work enables pupils to meet the end of Key stage attainment targets in the National curriculum and for pupils in EYFS to work towards the Understanding the world Development matters statements and Early learning goals.

Implementation

In order to meet the aims of the National curriculum for History at St Bert's and in response to the Ofsted Research review into History, we have identified the following key strands:



The Kapow Primary scheme emphasises the importance of historical knowledge being shaped by disciplinary approaches, as shown in the diagram above. These strands are interwoven through all our History units to create engaging and enriching learning experiences which allow the children to investigate History as historians do.

Each six-lesson unit has a focus on chronology to allow children to explore the place in time of the period they are studying and make comparisons in other parts of the world. In EYFS, children explore the concept of History by reflecting on key experiences from their own past, helping them understand that they each have their own histories. Children will develop their awareness of the past in Key stage 1 and will know where people and events fit chronologically. This will support children in building a 'mental timeline' they can refer to throughout their learning in Key stage 2 and identifying connections, contrasts, and trends over time.

Over the course of the scheme, children develop their understanding of the following key disciplinary concepts:

- Change and continuity
- Cause and consequence
- Similarities and differences
- Historical significance
- Historical interpretations
- Sources of evidence.

These concepts will be encountered in different contexts during the study of local, British and world History. Accordingly, children will have varied opportunities to learn how historians use these skills to analyse the past and make judgements. They will confidently develop and use their own historical skill set. As children progress through the Kapow scheme, they will create their own historical enquiries to study using sources and the skills they have developed.

Substantive concepts such as power, trade, invasion, and settlement, are introduced in Key stage 1, clearly identified in Lower key stage 2 and revisited in Upper key stage 2 (see Progression of skills and knowledge) allowing knowledge of these key concepts to grow. These concepts are returned to in different contexts, meaning that pupils begin to develop an understanding of these abstract themes which are crucial to their future learning in History. Religion, monarchy and empire are key concepts at St Bert's.

We further enhance our History topics by sourcing artefacts from Winsford Library and local museums. We visit local areas of historical interest such as Chester and Norton Priory and we organise themed days at St Bert's; allowing a day of creative exploration and learning based on the historical event pupils are studying.



Impact

The impact of Kapow Primary's scheme can be constantly monitored through both formative and summative assessment opportunities. Each lesson includes guidance to support teachers in assessing pupils against the learning objectives. Furthermore, each unit has a skill catcher and knowledge assessment quiz which can be used at the end of the unit to provide a summative assessment.

The expected impact of following the Kapow History scheme of work is that children will:

- Know and understand the History of Britain, how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- Develop an understanding of the History of the wider world, including ancient civilisations, empires, non-European societies, and the achievements of mankind
- Develop a historically grounded understanding of substantive concepts - power, invasion, settlement and migration, civilisation, religion, trade, achievements of mankind and society
- Form historical arguments based on cause and effect, consequence, continuity and change, similarity, and differences
- Have an appreciation for significant individuals, inventions and events that impact our world both in History and from the present day
- Understand how historians learn about the past and construct accounts
- Ask historically valid questions through an enquiry-based approach to learning to create structured accounts
- Explain how and why interpretations of the past have been constructed using evidence
- Make connections between historical concepts and timescales
- Meet the relevant Early Learning Goals at the end of EYFS (Reception) and the end of key stage expectations outlined in the National curriculum for History at the end of Key stage 1 and 2.

As children progress throughout the school, they will gain a coherent knowledge and understanding of Britain's past and that of a wider world that motivates and encourages a love of life and a love of learning; developing their curiosity, wanting to know more about the past and the world that we live in today.

An assessment is carried out at the end of each History unit. The teaching of History is monitored through book scrutiny, lesson observations, learning walks and pupil voice. Our learners will have gained not only a rich body of historical knowledge but a wider range of transferable skills which they can apply to other subjects and contexts in the next stages of their education.