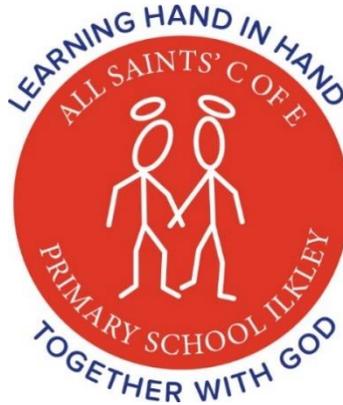


All Saints' CE Primary School



Vision

Learning hand in hand together with God.

Values

Hopeful school through honesty, forgiveness and trust
Achieving school through resilience, respect and ambition
Nurturing school through care, compassion and friendships
Developing school through wisdom, faith and fun
Sharing school through kindness, celebration and love

Subject Policy: History

Written: October 2021

Review date: October 2022

Written by: Laura Quinlan



Vision: Learning Hand in Hand Together with God

Curriculum Intent at All Saints'

At All Saints' Church of England Primary School, our enriched curriculum enables all children to thrive as individuals and deepen their curiosity as global citizens. By learning hand in hand together with God, every child is recognised as a unique learner. We celebrate and welcome diversity within our school family.

Through our school values:

All Saints' is a:

Hopeful school through honesty, forgiveness and trust

Achieving school through resilience, respect and ambition

Nurturing school through care, compassion and friendships

Developing school through wisdom, faith and fun

Sharing school through kindness, celebration and love

...we provide the children with the essential skills and knowledge to be aspirational, successful and resilient learners.

Children leave All Saints' with a strong sense of belonging, with confidence for today and beyond.

Subject Intent

History aims to inspire our pupils' curiosity to know more about the past, helping pupils to understand the process of change, the diversity of societies as well as their own identity and the challenges of their time. Our history curriculum will equip the children to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgment.

How does this subject reflect our Vision and Values?

History at All Saints' links strongly to our school values of Developing and Nurturing. The study of real people and events in the past gives us each a sense of identity, set within our social, political, cultural and economic relationships. We develop empathy towards decisions made in the past that have influenced the world we live in today.

How does History look at All Saints'?

At All Saints' history is taught through a thematic approach. In Key Stage 1, our curriculum is planned over a cycle of one year. In Key stage 2, history is planned over a 2 year cycle with a view to moving towards a one year cycle as the school expands and we become two form entry.

The topics we teach are carefully chosen from the National Curriculum recommendations to ensure we have a clearly defined curriculum structure and content. Our local study is based in our own town of Ilkley.

Our principal aim is to develop the children's knowledge, skills and understanding. We believe in whole-class teaching methods and combine these with enquiry led and skills based activities. We believe children learn best when:

- They have hands on experience of primary and secondary sources of evidence



Vision: Learning Hand in Hand Together with God

- They are able to make education visits to museums and places of interest
- Visitors talk about personal experiences of the past
- They listen to and interact with stories from the past
- They undertake fieldwork by interviewing family and older friends about changes in their own and other people's lives
- They use drama and dance to act out historical events
- They are provided with opportunities to work independently or collaboratively and develop skills in historical enquiry.

Early Years

History is taught in Reception as an integral part of the topic work through child-initiated and adult led activities. The children are given the opportunity to find out about past and present events in their own lives, and those of their families and other people they know. In the Foundation Stage history makes a significant contribution to developing a child's understanding of the world through activities such as looking at pictures of famous people in history or discovering the meaning of new and old in relation to their own lives.

Key Stage 1

During Key Stage 1, pupils learn about people's lives and lifestyles. They find out about significant men, women, children and events from the recent and more distant past in Britain and the wider world. They listen, and respond to stories and use sources of information to help them ask and answer questions. They learn how the past is different from the present.

Key Stage 2

During Key Stage 2 pupils learn about significant people, events and places from both recent and more distant past. They learn about change and continuity in their own area, in Britain and in other parts of the world. They look at history in a variety of ways, for example from political, economic, technological and scientific, social, religious, cultural or aesthetic perspectives. They use different sources of information to help them investigate the past both in depth and in overview, using dates and historical vocabulary to describe events, people and developments. They also learn that the past can be represented and interpreted in different ways.

How do we ensure all pupils learn History?

We recognise the fact that we have children at different stages of learning in all our classes, and so we provide suitable learning opportunities for all children by scaffolding the task for the child as appropriate. We achieve this through a range of strategies which are differentiated by task, expected outcome and/or support from peers or adults.



How does history at All Saints' reflect the school's local context and include opportunities for cultural capital, enrichment and diversity?

We take every opportunity possible to enhance the cultural capital of our learners and equip them with the knowledge and experiences needed for society. One way in which we promote cultural capital through History is to provide the children with a variety of educational visits and experience days where the children can fully immerse themselves in the lives of a character from different historical periods. The range of topics taught at All Saints' have been carefully selected to develop the skills and knowledge needed to understand how different beliefs and cultures have influenced peoples actions and resulted in the changes that have made the world we live in today.

Assessment

At All Saints' assessment is an integral part of the teaching process. Assessment is used to inform planning and to facilitate differentiation. The assessment of children's work is formative to ensure progress. Feedback is given to the children as soon as possible, and marking of work is guided by the school's marking policy.

We are developing the use of knowledge organisers and low-stakes quizzes to aid remembering and long-term learning in all subjects.

Legal Framework and Further Reading

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- DfE (2013) National Curriculum in England
- DfE (2021) Statutory Framework for the Early Years Foundation Stage

Also refer to Long Term Overviews and Curriculum Progression on our website:

<https://www.allsaintsilkley.bradford.sch.uk/curriculum-subject-overviews/>