ST PETER'S CE PRIMARY & NURSERY SCHOOL WEM

'Underpinned by our Christian values, we create a happy, caring environment. This empowers each and every unique person to dream, believe, achieve and flourish.'

'In the same way, you should be a light for other people.
Live so that they will see the good things you do'

Matthew 5:16 (ICB)

HISTORY POLICY SUMMER 2024

Reviewed by: E Barratt, Summer 2024

Date of next review: Summer 2026

The Importance of History

At St Peter's School, History forms a major part of the school's curriculum. The aim of history teaching is to stimulate the children's interest and understanding about the life of people who lived in the past. Through adopting a highly practical and cross-curricular approach to learning we aim to provide our children with the skills required to be independent and responsible lifelong learners. We teach children a sense of chronology, and through this they develop a sense of identity and a cultural understanding based on their historical heritage. Thus they learn to value their own and other people's cultures in modern multicultural Britain and, by considering how people lived in the past, they are better able to make their own life choices today. We teach children to understand how events in the past have influenced our lives today; we also teach them to investigate these past events and, by so doing, to develop the skills of enquiry, analysis, interpretation and problem-solving.

Aims

Through history we aim to:

- Foster in children an interest in the past and to develop an understanding that enables them to enjoy all that history has to offer.
- Enable children to know about significant events in British history and to appreciate how things have changed over time.
- Gain and deploy a secure understanding of Historical terms.
- Understand how Britain is part of a wider European culture and to study some aspects of European history.
- Have some knowledge and understanding of historical development in the wider world.
- Help children understand society and their place within it, so that they develop a sense of their cultural heritage and British values.
- Develop a sense of identity through learning about the development of Britain, Europe and the World, enabling them to understand themselves and their society.
- Give children the confidence, empathy and ability to try to improve themselves and their world for future generations.
- Develop an understanding about the passing of time allowing children to put major worldwide historical periods and events in chronological order.
- Enable children to understand how their own lives are different from those of people in the past including significant people in history.
- Enable children to debate and discuss what we can learn from the past and compare how our world might be different today had Historical events not happened.
- Develop skills of historical research and enquiry to enable children to use different sources (including books, photographs, objects, ICT sources, museums and historical sites), in order to ask and answer questions about history, investigate, evaluate and present information.

Organisation/Provision

In Foundation Stage, the children follow the Early Years Foundation Stage (EYFS) curriculum.

We encourage the development of skills, knowledge and understanding which help the children to make sense of their world. History in the Foundation Stage as an integral part of the topic work covered during the year. History makes a significant contribution to developing a child's knowledge and understanding of the world through activities.

At Key Stage 1 - Pupils will develop an awareness of the past, using common words and phrases relating to the passing of time. They will learn 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 develop a wide variety of everyday historical terms. They are encouraged to ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events and can use these to find out information about the past. They will look at some of the ways in which we find out about the past and identify different ways in which it is represented.

At Key Stage 2 - Pupils 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 note connections, contrasts and trends over time and develop the appropriate use of historical terms. They regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They construct informed

responses that involve thoughtful selection and organisation of relevant historical information. They understand how our knowledge of the past is constructed from a range of sources.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

History is a foundation subject of the National Curriculum and pupils undertake history based topics most terms at both key stages. Planning is in-line with the requirements of the National Curriculum 2014.

Year group	Coverage
One	Changes within living memory – changes in home life including technology and toys. Lives of significant individuals - Neil Armstrong / Christopher Columbus/Edmund Hillary.
Two	Events beyond living memory that are significant nationally or globally – The Great Fire of London – local link made to the historical event of the fire of Wem. Significant historical people and places in their locality – Charles Darwin and Shrewsbury.
Three	The achievements of the early civilisations – Ancient Egypt. Changes in Britain from the Stone Age to the Iron Age.
Four	The Roman Empire and its impact on Britain. A study of Greek life and their achievements and influence on the rest of the world.
Five	Britain's settlement by Anglo-Saxons and Scots. The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. *****
Six	A Non-European study – The Mayans. An aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – local History Study - WW2 – The Battle of Britain.

*****For the year 2022-2023 Year Five will be covering The Romans and The Greeks as we transition to the new long term plan outlined above.

Assessment and Recording

Work is regularly recorded in children's books in a variety of ways and the children are encouraged to become increasingly independent in determining how they record work. Teachers also take photographic evidence of practical and cross curricular links where possible. Assessment is used to inform planning and to facilitate differentiation. The assessment of children's work is on-going to ensure that understanding is being achieved and that progress is being made. Feedback is given to the children as soon as possible, and marking work will be guided by the school's Marking Policy. A knowledge harvest is taken at the beginning of each new topic and then an assessment is completed at the end.