

Eccleston Mere Primary School

History Policy



Approved by: V.Atherton / R Mughan

Last reviewed on: January 2020

Next review due by: January 2023

Curriculum Vision Statement

At Eccleston Mere Primary School, we recognise that social, moral, spiritual, and cultural development is central to the education of all pupils and as such, permeates the whole curriculum and ethos of the school. Our broad and challenging curriculum is designed to enable children to develop interpersonal skills and become resilient learners who think creatively and critically.

Provision is bespoke to our pupils and evolves according to the ever- changing local, national and global landscape. The aim of our curriculum is to develop pupils, who are well-equipped to take their place in society, as citizens of the future.

We aim to:

- Promote a love of learning.
- Offer memorable learning experiences that are fun and engaging.
- Develop independence, resilience and confidence within our pupils.
- To tailor our curriculum to make use of our locality, taking pride in the achievements of St. Helens and the landscape that surrounds us.
- Enable children to be creative and think differently.
- Prepare citizens who are ready to take on the challenges of the 21st Century.
- Provide expert teaching, set upon a backdrop of our safe, secure learning environment.

Subject Specific Intent Statement

At Eccleston Mere, we strive to bring the past to life through History lessons that capitalise on children's natural curiosity. We want the children to investigate human achievements and experiences in order to make links with the present and the realisation that history will shape their future. We believe that high-quality lessons will create critical thinkers who actively engage with the world around them, enhance the ability to generate well-reasoned arguments and weigh evidence, develop chronological understanding and challenge the children to develop their sense of perspective.

We aim to do this through a history curriculum which enables children to become confident, creative and independent learners. We seek to broaden children's real-life experiences both inside and outside of school through educational visits, visitors, investigation, exploration and discovery. We wish to promote historical enquiry skills as we believe that they promote the 'sticking' of knowledge and will benefit the children in a myriad of academic and life situations.

Effective teaching in EYFS / KS1 / KS2

In Early Years, children explore the past through their knowledge of their own present. They create comparisons to their own immediate experiences and build on their knowledge of the world in a holistic manner, alongside other subjects.

In Key Stage 1, the children will develop their understanding of the past. They will learn about significant individuals who have contributed to the world. In Key Stage 1 we will be looking back at changes within living memory such as how shops and homes have changed, particularly in our local area, as well as events beyond living memory such as The Great Fire of London. The children's learning is placed within a chronological format and there are some explicitly chronological topics, such as Clothes Through Time.

In Key Stage 2 children will continue to appreciate history in a chronological context. They will work on securing an understanding of British, local and world history. In lower Key Stage 2 children will be focusing on areas such as prehistoric Britain and the Romans whilst Upper Key Stage 2 will be looking at ancient civilisations such as the Mayans. Alongside specific topics, the children will continue their study of explicitly chronological topics such as Crime and Punishment. Children will look at connections and patterns over

time and develop a good use of historical terms. There will also be a focus on different sources and how our knowledge of the past is shaped from them.

How work is evidenced

In EYFS, work will be evidenced through recordings made by staff of children's responses to questions, detailed observations and work recorded in portfolios and books.

In Key Stage 1 and 2, the children will record their work in a variety of ways. Practical lessons will take place alongside written work and extended writing. Photographic evidence will be used when necessary.

Assessment

During lessons, formative feedback will be used to gauge children's understanding and to inform future lessons. Summative assessment will be undertaken in the form of Foundation grids filled in by class teachers.

Marking and Feedback

As per the Marking Policy, work will be marked on a lesson by lesson basis. EBIs and Next Steps will be given where appropriate and feedback should be constructive. This will be alongside verbal feedback during the lesson.

SMSC / Cultural Capital / British Values

The History curriculum makes a contribution to children's holistic development through looking at the creation and evolution of British society, including the rule of law (through the Crime and Punishment topic). It will enable pupils to reflect on issues such as slavery and through this develop an awareness of their own moral development by reflecting on the implications of past figures and events. The children will also learn about how their local area, and therefore their local identity, has been shaped through the past.

Learning Environment

Classrooms should ensure that a display relevant to their current History topic is up once a half term. Ideally, the displays should feature the children's work alongside key vocabulary and 'sticky' knowledge.