



Pilgrims' Way History Policy

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Intent:

At Pilgrims' Way Primary School, we aim for a high quality history curriculum to inspire pupils' curiosity to know more about the past. We have an enquiry based approach, using questions to promote speaking and listening skills within our pupils. Our teaching equips pupils with a coherent knowledge and understanding of Britain's past and that of the wider world. Our curriculum intends:

- To instil in the pupils a sense of curiosity and understanding of events, places and people in a variety of times and environments.
- To develop an interest in the past and an appreciation of human achievements and aspirations.
- To learn about the major issues and events in the history of our own country and of the world and how these events may have influenced one another.
- To develop a knowledge of chronology, within which the pupils can organise their understanding of the past.
- To understand how the past was different from the present.
- To understand the nature of evidence by emphasising the process of enquiry and by developing the range of skills required to interpret primary and secondary source materials.
- To distinguish between historical facts and the interpretation of those facts.

Implementation

Our History Curriculum:

History at Pilgrims' Way is taught in termly blocks three times a year (with the exception of the foundation stage). We follow the National Curriculum and implement a history curriculum that is progressive throughout the whole school, with a planned sequence of learning, ensuring the progression of skills are suitably developed. At Pilgrims' Way, we ensure that history has the same importance given to it as the core subjects, as we believe that it is important that pupils are taught as broad and varied a curriculum as possible. The use of dialogic teaching and retrieval practises are incorporated both during and out of history lessons.

The history scheme of work is organised into substantive knowledge strands and disciplinary strands. The scheme of work is organised to reflect the fact that 'knowledge of the past must be shaped by disciplinary approaches in order to become historical knowledge.' (Ofsted research review series: History, 2021)

- Substantive knowledge- this is the subject knowledge and explicit vocabulary used to learn about the content.

- Disciplinary knowledge– this considers how historical knowledge originates and is revised. It is through disciplinary knowledge that children gradually become more expert by thinking like a historian.

The Foundation Stage

In Reception pupils will follow the Early Learning Goals:

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

Key Stage 1

In year 1 and 2 pupils will:

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

In Year 3, 4, 5 and 6 pupils will:

Learn about significant people, events and places from both recent and 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, 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.

Inclusion

Pilgrims' Way Primary school is an inclusive and diverse primary school in the centre of Canterbury, which teaches pupils from the ages of 3-11. We provide an irresistible, broad and balanced curriculum to meet the needs of all our pupils.

The curriculum is designed to make learning relevant and meaningful by embedding context and activating pupil's prior knowledge. Pupils are given opportunities to demonstrate their learning through cultural and personal links. Mainstream Core Standards are used to support all children's access to the curriculum with learning scaffolded to support learners' diverse needs. Teaching opportunities across the curriculum are designed to develop language and literacy so that pupils become fluent in the academic language of the primary curriculum.

We actively liaise with parents to help them support their children's learning.

Cross curricular links

Cross curricular opportunities will be provided within subjects, where appropriate, which include English, Maths, Science, Art, History, RE and PSHE. This will be delivered in a creative and irresistible way.

Equal opportunities

All children are entitled to an enriched, broad and balanced history curriculum.

Health & safety

Any trips outside of the school must be risk assessed.

The role of the subject leader and Humanities Hub

The History subject leader forms part of the Humanities Hub within the school alongside the R.E, MFL and Geography subject leaders.

The history subject leader (supported by the Humanities Hub) is responsible for supporting colleagues in the teaching of history, for being informed about current developments in the subject and for providing a strategic lead and direction for the subject in the school. The Humanities Hub will complete an annual action plan where they will evaluate the strengths and weaknesses in history and indicate areas for further improvement. Throughout each academic year, the subject lead (supported by the Humanities Hub) must undertake monitoring of history across the whole school.

Impact

Assessment, attainment and monitoring

The history subject leader and class teacher are responsible for assessment, attainment and monitoring the standard of the children's work and the quality of teaching in history through class tracking and in line with the school's assessment policy.

The impact of this is to ensure that children at Pilgrims' Way are equipped with the historical skills and knowledge that will enable them to be ready for the curriculum at Key Stage 3 and for life as an adult in the wider world.

Review

This policy will be reviewed and updated annually by the Humanities Hub as part of an ongoing review of the subject. This will be shared with staff and put onto the school's website.