



## **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.

### **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 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.

## **Differentiation and SEN**

In all classes, there are children of differing ability and age. We recognise this fact and provide suitable learning opportunities for all children (including those who may be gifted and talented or have additional needs) by matching the challenge of the task to the ability of the child. Each child is valued, respected and challenged regardless of ability, race, gender, religion, social background, culture or disability.

## **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.

### **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.