

Subject Policy

History

INTENT: At Debden Church of England Primary Academy, all of our curriculum disciplines are used to underpin our school vision, which is to ensure that the children in our care:

- Progress exceptionally well academically, across a broad and knowledge-rich curriculum;
- Develop into confident compassionate, well-rounded individuals, in a safe, caring, Christian environment;
- Become equipped with the learning skills needed to deal with future challenges;
- Create happy, positive memories of their childhood.

Our history curriculum has been carefully constructed through close consideration of both the expectations of the National Curriculum and the vision and contextual requirements of our school and its children. Through our history curriculum, we aim for children to:

- Develop a curiosity and fascination about Britain's past, considering its impact on (and how it has been impacted by) the wider world;
- Develop a precise chronology of Britain's history, from the Stone Age to the present day, considering how people across time have shaped its culture;
- Gain a deep understanding of other societies from across the world, through learning about ancient civilisations, empires, conflicts and achievements;
- Enhance their knowledge of the history of the local area, through studying settlements, buildings and people in north-western Essex from across time.

Our history curriculum has been tailored to our school's individual context. For example, owing to our large percentage of children from the local barracks, history is related to the armed forces (e.g. The Battle of Britain) where possible.

Furthermore, the following concepts run through the curriculum – architecture, monarchies, social structure, daily life, religion and conflict. By ensuring that these concepts are covered within each unit, we are able to ensure that children are able to compare and contrast the similarities and differences between different civilizations and time periods.

IMPLEMENTATION:

History is generally taught in 'blocks' over the course of a half term (usually alternating with Geography). We believe that this allows for greater depth of study, and increased opportunities to build schemata.

As a base for teachers planning, the Hamilton schemes of work and lesson plans are used to underpin unit structure, curriculum structure, however staff have the flexibility to adjust these schemes in order to best meet the interests and needs of their class. Cross-curricular links, in addition to the rich diet of texts that children are exposed to throughout the curriculum, ensure that children's knowledge of history concepts is enhanced.

Knowledge organisers are provided to KS2 children and their families at the start of each history unit, outlining the key knowledge that the children will be learning about throughout their study. This allows families to support children's learning from home throughout history units.

Across all units of study, children develop skills in 4 key areas (Chronological understanding, Range and depth of

historical knowledge, Interpretations of history, and Historical enquiry).

IMPACT:

Outcomes in topic and literacy books, evidence a broad and balanced history curriculum and demonstrate the children's acquisition of identified key knowledge. Children review the agreed successes at the end of every session and are actively encouraged to identify their own target areas, with support from their teachers. Some form of independent, extended piece of work is completed by children at the end of each unit (ordinarily an extended piece of writing, a presentation, or a test) in order for children to demonstrate their understanding of the knowledge covered. Children also record what they have learned comparative to their starting points at the end of every topic. The Headteacher meets with selected groups of children from each class to ascertain the history knowledge that they have developed over the course of the term.