



# Chad Vale Primary History Policy

At Chad Vale Primary School we follow:

- The policies and procedures from Birmingham City Council and Birmingham Safeguarding Children Board (BSCB) which includes the Government's Prevent strategy.

Policy Written by:	Ms Noorsyad Begum
School adoption date:	September 2024
School's review date:	September 2026

## CHAD VALE RESPECTING RIGHTS

This policy is written with consideration to our schools' commitment to the Rights of the Child (UNRC) and our achievement of becoming a Rights Respecting School. This policy has been written with full awareness of our responsibility and commitment to this purpose.

As a school we have decided that the following rights link to this policy:

**Article 13: (freedom of expression) Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.**

**Article 14: (freedom of thought, belief and religion) Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights.**

**Article 17: (access to information from the media) Every child has the right to reliable information from a variety of sources, and governments should encourage the media to provide information that children can understand. Governments must help protect children from materials that could harm them.**

**Article 22: (special protection of refugees) Every child has the right to special protection if they are a refugee. Governments must help to reunite every child with their parents.**

**Article 28: (right to education) Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child.**

**Article 29: (goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.**



## **POLICY STATEMENT**

At Chad Vale Primary School we shape our history curriculum to ensure it is fully inclusive to every child. Our aims are to fulfil the requirements of the National Curriculum for History; providing a broad, balanced and differentiated curriculum that encompasses the British Values throughout; ensuring the progressive development of historical concepts, knowledge and skills; and for the children to study life in the past.

## **INTENT**

At Chad Vale Primary School, we aim for a high quality history curriculum which should inspire in pupils a curiosity and fascination about Britain's past and that of the wider world. History is about real people who lived, and real events which happened in the past. History is concerned with sequence, time and chronology and is the study of evidence about the past; it gives us a sense of identity, set within our social, political, cultural and economic relationships. History fires the children's curiosity about the past in Britain and the wider world and plays an essential part in preparing us for living and working in the contemporary world. Pupils consider how the past influences the present, what past societies were like, how these societies organised their politics, and what beliefs and cultures influenced people's actions. As they do this, children develop a chronological framework for their knowledge of significant events, people and places. They see the diversity of human experience, and understand more about themselves as individuals and members of society. What they learn can influence their decisions about personal choices, attitudes and values. In history, children find evidence, weigh it up and reach their own conclusions. To do this they need to be able to research, sift through evidence, and debate their point of view – skills that are prized in adult life.

Our teaching equips pupils with knowledge about the history of Britain and how it has influenced and been influenced by the wider world; know and understand about significant aspects of the history of the wider world like ancient civilisations and empires; changes in living memory and beyond living memory; learn about the lives of significant people of the past; understand the methods of historical enquiry and be able to ask and answer questions. We want our children to enjoy and love learning about history by gaining this knowledge and skills, not just through experiences in the classroom, but also with educational visits.

## **IMPLEMENTATION**

### **THE NATIONAL CURRICULUM 2014**

To ensure high standards of teaching and learning in history, we implement a curriculum that is progressive throughout the whole school, which enables all children to gain real-life historical experiences. Our history curriculum focuses on knowledge and skills stated in the National Curriculum which provides a framework outlining the knowledge and skills taught in each Key Stage which ensures that all pupils:

- *Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.*

- *Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.*
- *Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.*
- *Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.*
- *Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.*
- *Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.*

## **History Curriculum Planning**

The National Curriculum informs and guides our planning. We ensure that there are opportunities for children of all abilities to develop their skills, knowledge and understanding within the historical aspect studied. In each year group we ensure continuity and progression of key skills so that children are increasingly challenged as they progress through the key stages. At Chad Vale Primary School we use elements from the Chris Quigley Curriculum as a base for our History curriculum. This breaks down the content of the National Curriculum into smaller chunks called 'Milestones' and ensures appropriate progression throughout the school as well as ensuring that relevant skills are being taught.

The subject leader provides the overview of the historical aspects to be taught in each year group. Class teachers then develop appropriate lesson plans including specific learning objectives in accordance with the overview. Cross curricular links will be made when they are substantial and effective. The history subject leader will monitor planning on a regular basis. The overview ensures that in Key Stage 2 (KS2) the British historical periods are taught in chronological order where possible; whereas in Key Stage 1 (KS1) the emphasis is placed on developing an understanding of past and present, developing a questioning approach and learning about significant individuals and events.

## **Organisation**

The expectation is that history is taught for three half-terms across a year. In some instances, this may be taught as a 'block'. A minimum of 6 hours will be dedicated to each topic. Teachers will follow the national curriculum points highlighted for their year groups along with Chris Quigley's 'Milestones' to ensure complete coverage. Knowledge organisers are provided for each main topic in each year group. Where possible educational visits will be organised to further support learning.



## **Foundation Stage**

In Reception, all children are taught history as an integral part of the learning covered during the academic year. All historical objectives within the EYFS are underpinned by the objectives of the early learning goals (ELGs). The history curriculum in the EYFS enables children to:

- Talk about past and present events in their own lives and in the lives of family members.
- Know that other children do not always enjoy the same things, and are sensitive to this.
- Know about similarities and differences between themselves and others, and among families, communities and traditions.

In planning and guiding children's activities, teachers constantly reflect on the different ways that children learn. It allows the teaching staff to provide all children with rich historical opportunities through playing, exploring and active learning. Children are continually encouraged to make meaningful connections in their learning.

## **Impact**

By the time children leave Chad Vale Primary School, they will have a deep understanding of Britain's past and the wider world and they will feel inspired to know more about the past. Progress, measured against the milestones set in each concept, will show children have the opportunity to reach an advanced and deep understanding of historical concepts. Children will have experienced a wide range of educational visits to places such as Aston Hall, Cadbury World, Lunt Fort, Severn Valley Railway, Galleries of Justice and many more.

When history is taught to a high level, children will be ready for the next phase in education and will demonstrate this by eloquently articulating their knowledge and skills as young historians. Furthermore, children will have a secure understanding of chronology and the impact each period of study has had on the other.

## **CROSS-CURRICULAR LINKS**

### **English**

History makes a significant contribution to the teaching of English in our school as it actively promotes the skills of reading, writing, speaking and listening.

Throughout the school, whole class reading allows children exposure to texts that are relevant to the topics taught in history. Using high quality fiction and non-fiction text allow for children to gain a deeper understanding of the historical topics taught. Children are given opportunities to further deepen their understanding through higher level of questioning and discussion.

### **Mathematics**

History teaching contributes to the teaching of mathematics in a variety of ways. Children learn to use numbers when developing a sense of chronology through carrying out activities such as timelines. Children also have an opportunity to learn and apply their knowledge of Roman numerals.

### **Computing**

Technology plays an integral part in the teaching and learning of history. Children are given opportunities to use the Internet to research topics. Often children use iPads and laptops to



present their written work. Where appropriate, they use digital mapping and research information through the Internet to help identify the locations of the civilisations studied. The Internet is used to further enhance their understanding of primary and secondary resources.

### **Spiritual, Moral, Social and Cultural Development**

When teaching history, contributions to children's spiritual development are made where possible. Children gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales. Children will develop a sense of enjoyment and fascination in learning about themselves, others and the world around them and they reflect on their experiences. The history programme of study enables children to understand and appreciate the wide range of cultural influences that have shaped their own heritage.

### **Geography**

History at Chad Vale links to geography in a number of ways. When studying types of settlements, the children learn about the Anglo-Saxons. They also study some local history and investigate how the land and area has changed over time, studying past and present maps. In addition, the children look at some of the history of the Cadbury family and Bournville as part of key human features. The children will also explore the human and physical geography of civilizations such as the Mayans, Greeks and the Egyptians.

### **Personal, Social and Health Education (PHSE) and Citizenship**

History contributes significantly to the teaching of personal, social, citizenship and health education. Children develop self-confidence by having opportunities to explain their views on a number of social questions such as how society should respond to poverty and homelessness. They discover how to be active citizens in a democratic society by learning how laws are made and changed. They learn how to recognise and challenge stereotypes and to appreciate that racism is a harmful aspect of society. They learn how society is made up of people from different cultures and start to develop tolerance and respect for others.

### **History and SEN**

At Chad Vale Primary School, history is taught to all children, whatever their ability. History forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our history teaching, we provide learning opportunities that match the needs of children with learning difficulties and we take into account the targets set for individual children in their Individual Education Plans (IEPs).

### **Assessment**

Throughout the year, teachers will plan on-going assessment opportunities in order to gauge whether pupils have achieved the key learning objectives. Teachers constantly assess the children's understanding, correcting misunderstandings. Teachers are responsive and alter planning accordingly to help children embed and use knowledge fluently and develop interconnected understanding rather than memorise isolated facts within a unit. Formative assessment, which is carried out throughout the year, enables teachers to identify pupils'



understanding of subjects and inform their immediate lesson planning. Summative assessments may also be used at the end of a unit. Teachers will make a judgement about the learning of each pupil in relation to the national curriculum and the 'Milestones' – the outcome of which will be recorded using Educater (used by school to analyse and act on attainment and progress) and used to inform future planning.

The progress and development of pupils within the EYFS is assessed against the early learning goals outlined in the 'Statutory framework for the early years foundation stage'.

Assessment will be undertaken in various forms, including the following:

- Talking to pupils and asking questions.
- Discussing pupils' work with them.
- Assessing children's written outcomes against the learning objectives.
- Pupils' self-evaluation of their work.
- End of unit assessments.

Parents will be informed about their child's attainment in history during the Summer term every year. This will include information on pupils' attitudes towards history. Verbal reports can be provided during informal meetings with parents throughout the year. The SENDCo will monitor the progress of pupils with SEND.

Policy agreed on: 1.7.24

Chair of Governors: Matt Cawsey