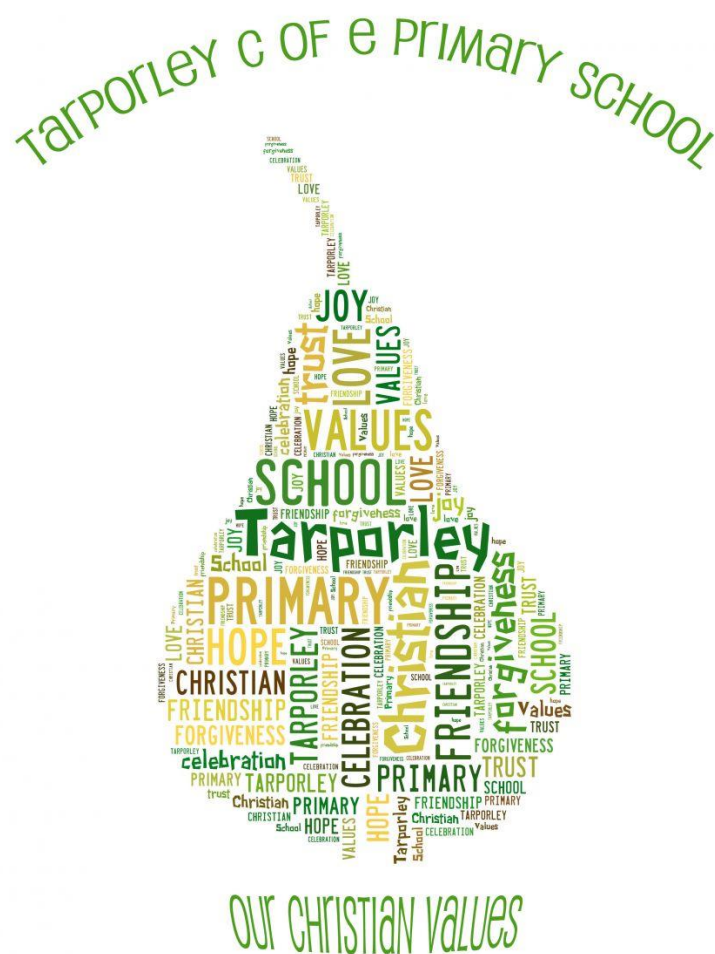


TARPORLEY CE PRIMARY SCHOOL

Let Your Light Shine (Matthew 5)

Tarporley Church of England Primary School is a welcoming and friendly Church school that provides high quality education for children aged 5-11. As a Church school, we hold our Christian Values at the heart of everything we do. These are: **LOVE, FRIENDSHIP, TRUST, HOPE, FORGIVENESS, JOY & CELEBRATION.**



It is very important to us that the children are happy and experience the best education possible. We value strong links and a close partnership between home, church and school and recognise the importance of trust and shared responsibility in education.

History Policy

TARPORLEY CE PRIMARY SCHOOL

HISTORY POLICY

Curriculum Statement:

At Tarporley CE, we believe that the study of history is a window to the past and that only by understanding what came before can we fully understand who we are. The aim of history teaching at Tarporley CE Primary School is to stimulate the children's interest and understanding about events and people from the past. We teach children a sense of chronology, and through this they develop a sense of identity and a cultural understanding based on their historical heritage. As a result, they learn to value their own and other people's cultures in modern multicultural Britain and, by considering how people lived in the past, they are better able to make their own life choices today. As a starting point for learning, we use the children's prior knowledge and their natural curiosity about the world around us and the people and events that have shaped it.

We model and review our history curriculum based on the following questions:

- How do we design and provide a curriculum that is broad and balanced for all pupils? (Curriculum **INTENT**)
- How do we deliver our curriculum through teaching, assessment and feedback? (Curriculum **IMPLEMENTATION**)
- How do we assess pupil achievement through external tests/exam results and by our own school data? (Curriculum **IMPACT**)

INTENT

Our curriculum is planned and delivered through our **BOOKS** approach. In order that all learners grow and reach their full potential, we want our history curriculum to:

Demonstrate **BRAVERY**

Be **OUTWARD-FACING**

Create memorable **OPPORTUNITIES**

Develop **KNOWLEDGE** and **SKILLS**

Nurture **SPIRITUALITY**

...while always having high-quality **BOOKS** and reading at the heart of our teaching and learning!

Throughout the teaching of History, our main objectives are:

- To encourage an interest and enthusiasm in the study of the past;
- To foster the skills of enquiry, research, investigation, analysis and evaluation;
- To develop a sense of chronology;
- To teach children about significant events in British history and to appreciate how things have changed over time;
- To deepen their knowledge and understanding of historical developments in the wider world;

- To help the child to understand why events took place, the causes and the effects;
- To encourage children to recognise and interpret points of view including through the use of primary and secondary sources.

Implementation

Teaching and Learning Styles:

The expectation is that learning and teaching styles will differ from each lesson and will address the needs of pupils and requirements of the subject being taught. At Tarporley CE Primary School, we utilise many learning and teaching styles. History will be taught as a discrete subject and meaningful cross-curricular links, for instance with our text in English, will also be made. Lessons may include practical elements, with artefacts or drama sessions. Trips and visitors greatly enhance our history curriculum.

We want all pupils to achieve and succeed. We recognise that in all classes there are children of different abilities and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:

- Setting low threshold, high ceiling tasks which are open-ended, can have a variety of responses and encourage children to think more deeply;
- Providing resources to scaffold learners according to their needs so everyone can access the learning;
- Using teaching assistants to support children individually or in groups.

History curriculum planning:

Planning takes place in a year group and all the history objectives are taken from the National Curriculum History Programmes of Study: key stages 1 and 2 (2013). Where possible, we make meaningful links with our English core texts for that half term, for instance, we link our text *Escape from Pompeii* with our learning history on the Romans. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit and we build planned progression into the scheme of work so that the children are increasingly challenged as they move up through the school.

We carry out curriculum planning in history through both long- and medium-term planning. The long-term plan maps the history topics studied in each term during each key stage. Our medium-term plans detail the learning that will take place each session.

The National Curriculum for history aims to ensure 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.

Early Years Foundation Stage (EYFS):

We teach pupils about the past in the Reception Class as an integral part of our curriculum. Learning in EYFS is set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. History makes a significant contribution to the ELG objectives of developing a child's knowledge and understanding of the world through activities such as dressing up in historical costumes, looking at pictures of famous people in history, exploring the past through familiar objects or discovering the meaning of new and old in relation to their own lives.

The contribution of history to other subjects:

English

History contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that we use as the focus for learning in our English lessons are historical in nature. Children develop their oracy skills through discussing historical questions or presenting their findings to the rest of the class. They develop their writing ability by composing, for example, non-chronological reports.

Maths

History teaching contributes to the teaching of maths in a variety of ways. Children learn to use numbers when developing a sense of chronology through doing activities such as time-lines. Children learn to interpret information presented in graphical or diagrammatic form, for example they study the impact of the plague by analysing population statistics.

Computing

We use ICT in history teaching where appropriate. Children use ICT in history to enhance their skills in data handling, presenting written work, and researching information using the Internet. Children have the opportunity to use the digital camera to record and use photographic images.

Personal, Social, Health and Economic Education (PSHE) and Citizenship

History contributes significantly to the teaching of PSHE. 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, and 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.

Spiritual, moral, social and cultural development

When teaching history, we contribute to the children's spiritual development where possible. We also provide children with the opportunity to discuss moral questions, or what is right and wrong. The history programme of study enables children to understand that Britain's rich cultural heritage can be further enriched by the multi-cultural British society of today.

Inclusion and Differentiation:

All children must have regular access to history teaching appropriate to their stage of development. Challenge for all is integral to our teaching and we ensure all pupils to reach their full potential through the provision of varied learning opportunities. Work must be differentiated where appropriate to support children in reaching the same end point. More-able children should be given open-ended tasks and be given opportunities for further research and more challenging studies. We recognise that our curriculum planning must allow pupils to gain a progressively deeper understanding and competency as they move through our school.

IMPACT

Our goal is that learners develop detailed knowledge and skills across the curriculum and, as a result, achieve well. In addition, learners will be ready for the next stage of education, employment or training. To judge whether this has been successfully achieved, the following picture building activities will be undertaken by the History Subject Leader:

- audit of the subject area
- review of the scheme of work
- monitoring teachers' planning
- lesson observations
- scrutinising children's work
- discussions with pupils (pupil voice)

In addition, teachers will:

- carry out continuous assessment;
- use informal, short-term assessment tasks matched to the teaching objectives to adjust their planning;
- make comments in pupil's books related to the teaching objective and in line with our Marking Policy.

Picture Building and Review:

Monitoring of the standards of children's work and of the quality of teaching in history is the responsibility of the History Subject Leader. The work of the history co-ordinator also involves supporting colleagues in the teaching of history, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. As part of the annual review of the Strategic School Development Plan, the History Subject Leader evaluates strengths in the subject and areas for further improvement are indicated.

Should you wish to discuss our history curriculum further, please contact our History Subject Leader, Miss Helen Maddocks.

Review: November 2026

