**Curriculum Intent**

At Kirkby CE Primary School, we believe deeply in the importance of helping our pupils develop as a whole person – happy and ready to take the next steps into their education and lives beyond primary school, regardless of their starting point.  We celebrate our difference.

Our aim is to create an exciting, interesting set of activities that are underpinned by the knowledge, skills and understanding relevant for each year group.

History will promote and foster confidence, independence, co-operation and self-esteem throughout the time the children are at Kirkby CE Primary School, which will prepare them for life in 21st Century Britain.

Our offer is underpinned by our vision and ethos of ‘Building on a tradition of achievement and values in a caring environment”.  We want all of our children at Kirkby CE to leave with a range of experiences, the self-belief to excel and to understand the feeling of enjoyment.

The primary purpose of our curriculum is to guarantee a successful learning experience for every child. With this in mind, we are committed to ensuring that every child is developed to their full potential within History.

* Every child will be educated to the highest possible standard, as set by the Department for Education.
* Every child, in every lesson, will be provided with opportunities to: be engaged, challenged and process their learning.
* Every child will be provided with opportunities to increase their self-esteem, motivation and aspirations.
* Every child will be encouraged to be enterprising, creative and resilient in order that they may succeed in an ever-changing world.
* Every child will be provided with opportunities to experience the wider world as a core part of their curriculum.
* Every child will be taught about budgeting and financial management in order that they may succeed in an increasingly unpredictable financial world.

Our daily assessments and timely feedback means that teachers and pupils always know exactly how much progress they are making and where they may need more help.

Our clear curriculum overviews and medium term plans are designed to:

* Develop strong characters in order to be resilient and cope with adversity.
* Develop creative individuals who collaborate and co-operate and can solve problems seeing failure as an opportunity to learn.
* Develop pupils who can think critically and care about their learning so they always do their best.
* Develop pupils who care about their role as part of a family, community and the wider world; encouraging them to feel part of, and to contribute positively to fundamental British values.
* Ensure all pupils have high aspirations.
* Develop a thirst for learning for all pupils

**Planning and Teaching**

 We want all of our children at Kirkby CE to leave with a range of experiences, the self-belief to excel and to understand the feeling of enjoyment.

Our curriculum is carefully crafted so that our children develop their academic, social and cultural capital. Teachers use carefully chosen experiences to enhance the subject taught.

Based on our knowledge of the National Curriculum 2014, we have broken down the programmes of study into a series of skills and knowledge and our long term curriculum plans show how at Kirkby CE we intend to cover the fundamental concepts of History. This includes the building of skills and concepts over time.

We recognise children’s prior learning, encourage the children to develop interpersonal skills, build resilience and become creative, critical thinkers. Children are supported to achieve their potential and progress with confidence to the next phase of their education.

Our approach to teaching and learning supports our curriculum by ensuring that lessons build on prior learning and provide opportunities for guided and independent practice. The development of children’s knowledge and skills across all primary subjects is key when building on prior learning, this supports pupils for the next stage of their learning.

**Aims and objectives in History**At Kirkby C of E we are historians! We want our children to love history. We want them to have no limits to what their ambitions are and grow up wanting to be archivists, museum curators, archaeologists or research analysts. We want our children to remember their history lessons in our school, to cherish these memories and embrace the historical opportunities they are presented with. Bringing history alive is important at Kirkby C of E Primary School.

The main aims in History are to:

* 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.

Pupils should be taught to:

**Key Stage 1**

* Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.
* Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries].
* The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell].
* Significant historical events, people and places in their own locality.

**Key Stage 2**

* changes in Britain from the Stone Age to the Iron Age
* the Roman Empire and its impact on Britain
* Britain’s settlement by Anglo-Saxons and Scots
* the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
* a local history stud
* a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066
* the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
* Ancient Greece – a study of Greek life and achievements and their influence on the western world
* a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

**These objectives can be met if we enable children to have:**
• An excellent knowledge and understanding of people, events, and contexts from a range of historical periods and of historical concepts and processes.
• The ability to think critically about history and communicate ideas very confidently in styles appropriate to a range of audiences.
• The ability to consistently support, evaluate and challenge their own and others’ views using detailed, appropriate and accurate historical evidence derived from a range of sources.
• The ability to think, reflect, debate, discuss and evaluate the past, formulating and refining questions and lines of enquiry.
• A passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways.
• A respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgments.
• A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics.

 **Resources**

All specialised History resources are kept in the general stock cupboard. It is the responsibility of the teachers to return the resources in good condition as soon as they have finished with them. In the library we have a good supply of history topic books.

**Health and Safety**

In their planning of activities, teachers will anticipate likely safety issues. They will also explain the reason for safety measures and discuss any implications with the children. Children will always be encouraged to consider safety for themselves, others and the environment and the resources they use, when undertaking History activities.

Before undertaking any activity that may pose a hazard to staff or pupils a full risk assessment will be undertaken. It is the responsibility of the class teacher leading the activity to ensure that this is undertaken.

Any off-site visit will be conducted in line with school policy and the relevant risk assessments completed. Risk Assessments for off-site visits are held in the school office. Teachers are required to ‘tick’ the risks relevant to their trip.

**Assessment**

Assessment in History is used to inform planning and facilitate differentiation. The assessment of children’s work is on-going to ensure that understanding is being achieved and that progress is being made.

At the end of each topic the class teacher must plan and undertake an assessment task with the class and complete a tracking assessment sheet stating if each child is working towards the expected standard, at the standard or at greater depth.

**Monitoring**

The Subject Leader will monitor progress according to the monitoring timetable. Subject leaders are expected to monitor in the following way over the course of the academic year:

* Learning walks;
* Pupil conferencing;
* Book scrutiny including learning logs;
* Planning scrutiny.
* Lesson drop ins

Adequate notice should be given and provide a clear focus for any activity that is due to be undertaken. The outcomes of any monitoring activity is feedback to the SLT and Staff through the relevant meetings.

Progress should be clearly evident over the course of History topic.

**Staff Development**

Staff CPD within History is linked to the school development plan If a member of staff asks for support then the subject leader can offer this themselves through coaching and mentoring or will find a suitable course for that teacher to attend (subject to SLT approval and budget). Subject leaders may also lead parts of INSET days and staff meetings to ‘cascade’ information through the school or to train all staff in a particular area.

**Equality**

Please refer to the school’s equal opportunities policy for further information.
All pupils have equal rights to access learning opportunities across the whole curriculum irrespective of ethnicity, religion, gender, disability or social circumstances.A wide variety of strategies can be used to ensure that teaching meets the needs of different groups of pupils. These include:

* Differentiating lessons (through use of resources, tasks, level of support, outcome);
* Using a range of teaching styles to match the range of learning styles represented in a typical class;
* Ensuring the classroom environment is safe and secure and accessible for all.

**Policy was compiled by Charlotte Walker History Subject Lead**

**Date of Policy: Autumn 2021**

**Date of Review: September 2023**