

## Intention

<b>Penshurst CE Primary School</b>	
<b>History Policy</b>	
Date of Policy	October 2021
Review Date	2022/23

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

At Penshurst CE Primary School, we aim to provide a curriculum that is based around the rich history of the local area, allowing children to develop their understanding and use of resources within it. Our aims are to fulfil the requirements of the National Curriculum for History, providing a broad, balanced, and engaging curriculum for all pupils. We aim to ensure the progressive development of historical concepts, knowledge, and skills, and, above all, develop a love for history, a curiosity and fascination in the events and lives that have come before, understanding and knowledge of Britain's past and that of the wider world.

Using the National Curriculum for history we aim to ensure that all pupils:

- Gain a coherent knowledge and understanding of Britain's past and that of the wider world, comparing different periods and societies, developing, and stimulating children's understanding and curiosity about the past.
- Are encouraged to ask perceptive questions, gather, and weigh evidence from a range of sources, think critically, sift through arguments, and develop perspective and judgement.
- Begin to understand the complexity of people's lives throughout history, the process of change, the diversity of societies and relationships between different groups, as well as identifying their own identity and challenges of their time.
- Develop a sense of chronology.
- Recognise, understand, and use a range of key vocabulary, including 'empire', 'civilisation', 'parliament' and 'peasantry'.

## Scope of History

History at Penshurst CE Primary School is largely based on the rich history of the locality, which includes Penshurst Place and Hever Castle. We recognise children need the following essentials to be able to master their understanding of history:

- Developing an understanding of chronology and recognise the order in which events occurred, dynasties existed, and individuals lived.
- Understanding that many things happened around the world con-currently, such as the Mayan Empire in the Americas and the Ancient Egyptians in Africa.
- Recognise, understand, and use key vocabulary in writing and discussions in historical debate.

### **Implementation**

At Penshurst CE Primary School, children study a broad range of historical themes throughout the year, based on the 2014 Primary National Curriculum. Each theme is subject to a general inquiry or overarching question, upon which children investigate and ask further questions to develop their understanding. Much of the topics that children study are based upon the local area; this knowledge is used to compare life in Britain with life in the wider world within similar timeframes.

### **Impact**

We consider accurate and focused assessment as the cornerstone of high-quality teaching. It allows learning to be planned and taught accurately as well as meeting the needs of the children and ensuring high levels of expectation and support.

The culture at Penshurst CE Primary School is one of continually using what we know to move on children's learning. This formative assessment happens all the time and may not necessarily be recorded. Teachers and other adults will use the information gathered through formative assessment to address gaps and to provide additional challenge for children as required and appropriate. This is most effective when done immediately and at the point of learning.

### **Successful Teaching, Learning and Assessment in History**

- Teachers and other staff have a secure understanding of the age group they are working with and have relevant subject knowledge that is detailed and communicated well to pupils
- Assessment information is used to plan appropriate teaching and learning strategies, including to identify pupils who are falling behind in their learning or who need additional support, enabling all pupils to make good progress and achieve well
- Work is differentiated, demanding and challenging enough for all pupils
- The contribution of Teaching Assistants has a significant positive impact on children's progress
- Children demonstrate the characteristics of effective learning and positive learning behaviours
- Well-being and involvement in learning are high
- Progress over time is very good (in books and assessment information)
- Achievement is high overall and ensures that the school meets government baseline standards.
- High quality of work and presentation in books. There must be consistency in approach, expectation, standards, attainment and rates of progress.

### **Pupils with SEND / Additional needs**

Pupils with SEND or additional needs receive a curriculum that is differentiated or adapted to meet their needs. Pupils with SEND have Personalised Plans which clearly identify any support / adaptations (physical or human) that will allow the pupil to reach their full potential.