



Clutton Church of England Primary School



History Statement

Intent

At Clutton Church of England Primary School the principal aim of History is to explore and think critically about the facts and opinions of people and events to gain a sound understanding of how historical events and significant figures have shaped the modern world. In addition, to understand the importance and impact Britain has played throughout these changes in time.

In line with the National Curriculum: History Programme of Study, Clutton Church of England Primary School aims to ensure that all pupils:

- understand the history of the United Kingdom 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.
- 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.
- understand the role significant people played in history and how they impacted the future society
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation' and 'parliament'.
- 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.

At Clutton Primary School, we are committed to providing our children with an exciting and positive learning environment, in which they have the opportunity to develop their knowledge and understanding of the history of their selves as well as the history of Britain and the wider World.

Implementation

At Clutton Church of England Primary School, we are historians. Our teaching enables children to think like historians, examine and enquire as historians would. Exploring artefacts and sources, children are inspired to extend their knowledge of Britain's past and that of the wider world. Teaching in line with the National Curriculum as well as incorporating cross curricular topics, children come to understand that history and specific events have influenced many aspects of our culture, beliefs, routines, and developments of today. By the

end of their primary education, children will have a chronological understanding of British history from Stone Age to present day. As within the History Programme of Study for KS1 and KS2, At Clutton Church of England Primary School, by the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified. We use the National Curriculum Programmes of study to guide us on the content and focus of each objective to inform our curriculum. These units are enriched by cross curriculum work when appropriate. When focusing on a period of history, children are encouraged to compare with other periods. We provide experiences and opportunities for children to; ask perceptive questions, think critically, develop judgement and argue their beliefs inspire children to be curious and find out more about the past. It is important for us at Clutton Church of England Primary School to ensure that all children are provided with opportunities to experience and visit sites of historical significance as well as engage with the wider community and visitors who can re-enact or relive their own experiences of past events.

Impact

At Clutton Church of England Primary School, we ensure that our children can begin to understand the complexities of people's lives through changes in time. We strive to create a good understanding of the diversities of societies and how the relationships between different groups have also changed throughout History. Through a cross curriculum approach, and historical topic assemblies children are given the opportunity to frequently think about their identity and how we can be grateful we can be for the impact significant figures have had on the world we currently live in.

History in the Early Years

History is encompassed in the EYFS through 'Understanding of the world'; combining 'People, Culture and Communities', 'The Natural World' and 'Past and Present'. At Clutton Church of England Primary School, Children begin and continue to develop and understanding of history through topic based learning. In addition, we encourage children to reflect on their own special events and express their own past experiences through imaginative play. Children have a leaning environment enriched with topic based historical objects to enhance children's senses and curiosity, and to incorporate into their imaginative play. Furthermore, the children have both fictional and non-fictional prints and texts in their surrounding environment which they can explore and vote for, for their story time. In Early Years, children are given the opportunity to join in with the KS1 topics. These subjects help children to develop an understanding of their own identity, similarities and differences in both appearance and cultural routines. Furthermore, it allows children to discuss with each other their feelings and understanding of the world through their own experience. In addition, the Characteristics of Effective Learning within the EYFS, encourages children to explore their world around them. By engaging with objects and environments that they see, teachers encourage children to explore, question and develop curiosity about the history and significance surrounding them. These skills are fundamental in the development of our historians.

History in Key Stage One

Key stage 1- Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. In Key Stage 1 the pupils are taught:

- 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, Neil Armstrong, Mary Seacole and Florence Nightingale.
- Significant historical events, people and places in their own locality.

History in Key Stage Two

Key stage 2 - Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. Pupils in Key Stage 2 are taught:

- 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 study – Chester/ Bolsworth – Bickerton Hill/ Maiden Castle Iron Age Fort
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – World War II.
- 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.

Equal Opportunities and Inclusion

Through the school's REACH acronym, we are committed to providing a teaching environment which ensures all children are provided with the same learning opportunities regardless of social class, gender, culture, race, special educational need or disability. Teachers use a range of strategies to ensure inclusion and also to maintain a positive ethos where children demonstrate positive attitudes towards others. Support for specific individuals is well considered and planned for. All pupils are entitled to access the history curriculum at a level appropriate to their needs.

To ensure inclusion, teachers use a range of strategies in line with the school's Inclusion Policy. Independent tasks, as well as teaching, are also well-adapted to ensure full accessibility and reasonable adjustments are made when needed, as well as to provide appropriate challenge to different group of learners. The school makes full use of additional adults who are deployed effectively to ensure that identified children are able to make progress in each curriculum area, according to their full potential.

Assessment

Assessment for learning is continuous throughout the planning, teaching and learning cycle. Assessment is supported by use of the following strategies:

- observing children at work, individually, in pairs, in a group and in class during whole class;
- teaching using differentiated, open-ended questions that require children to explain and unpick their understanding of ideas and techniques;
- providing effective feedback in line with our school's marking and feedback policy;
- continuous assessment is carried out by class teachers and subject leaders throughout the school year using the progression of skills document.

British Values and Christian Distinctiveness

As a Church of England School, Christian Values are embedded at the heart of our community. Each half term we focus on a specific value in Collective Worship, in order to gain a better understanding of how these values impact the way that we live. As a Church of England School, mutual respect is at the heart of our values. Children learn that their behaviours have an effect on their own rights and those of others. All members of the school community treat each other with respect and follow our three school rules: 'Be kind, be safe, be respectful'. As a friendly and welcoming primary school in Clutton our children learn about British values like respect, tolerance, democracy, liberty and law. We appreciate and celebrate diversity through the teaching of stories, values and celebrations from a variety of faiths and cultures.