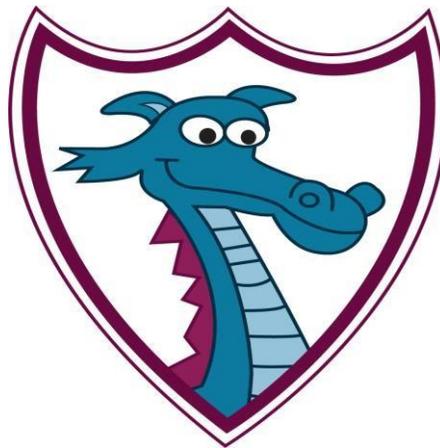


# CORSHAM PRIMARY SCHOOL

## History Policy



Reviewed: May 2022

Policy Ratified by the LGC: May 2022

Next Review Date: May 2025



## **Being a Historian Champion: an approach to History**

### **What is the point of Being a Historian?**

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.

### **The aims of Being a Historian 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.
- To 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.
- To gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.
- To 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.
- To 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.



- To 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.

### **Where does it come from?**

Being a Historian is integrated into our curriculum through Curious-city. An enquiry-led, local learning approach to the National Curriculum. This approach recognises that the cognitive maturity of learners affects what and how they learn. It also ensures teachers consider how they develop learners to 'Be a Historian' instead of simply teaching them History.

Within a Curious-city curriculum, there is no 'skills or knowledge' debate. It is a seamless blend of both, and through every enquiry, learners are challenged to work independently to prove their understanding of 'Being a Historian'.

### **What does Being a Historian entail?**

- Making connections across historical periods studied and within our lives today.
- Taking pupils on a learning journey which is coherently structured to support their chronological understanding of local, national and global history.
- Monitoring content and enquiries and being mindful of coverage 'v' skill acquisition
- Collecting and evaluating different voices with regard to 'Being a Historian'

### **What is 'covered'?**

Essentially, a Curious-city curriculum uses the National Curriculum areas as a basic foundation of entitlement. However Curious-city is much more than that. It is localised, real-life and challenges learners to apply their learning in unique ways without the support of adults to prove what they have learnt. Local companies, charities, organisations, individuals and objects are used as foci to enhance and instill a sense of curiosity, pride and stewardship.

### **How is Being a Historian monitored and assessed?**

Subject Leaders review enquiry books, planning and displays. This helps to not only ensure coverage and 'matching up' progress throughout a year group in line with the whole school curriculum map, but also gauge learners' reactions to learning and provides an opportunity to collect different voices.

Being a Historian is assessed through milestones in each enquiry. These milestones assess the pupils' understanding of the skills and knowledge acquired. This information is recorded onto an Enquiry Tracking grid on Insights which is used to inform teachers of areas that may need to be consolidated or revisited in subsequent years. The progress towards the milestones also inform teachers of any children who are working at Greater Depth as a historian.



## **Equal Opportunities**

Teachers should:

- Consider how pupils with learning difficulties will make progress Being a Historian.
- Take care that the skills, concepts and knowledge which the children develop do not encourage gender or ethnic stereotyping.
- Ensure children with speech, language and communication difficulties understand the enquiry and task.
- Provide extension activities for those children working at Greater Depth or are more able.