



## HISTORY POLICY

### **Our Vision:**

We are committed to quality learning of history in a positive, happy and Christian atmosphere where everyone within the school community is valued as an individual. We expect everyone to 'treat others as you want them to treat you' (Matthew 7: 12-14). We have high expectations of all and strive to provide a safe, challenging, exciting and stimulating environment.

### **Our Values:**

To create and develop learners who demonstrate:

Respect – by understanding the history of ourselves and others, we are able to better understand people's motivations and differing viewpoints

Compassion – through learning about diverse, complex and emotional topics and how events affected those involved

Creation – by understanding that the past has led us to where we are today and how we can create a better future based on what we know from the past

Perseverance – by looking at significant people and events and understanding that perseverance and resilience allow for change and progression

Service – through understanding our past and how we can use this information to better serve our local, national and global communities

### **Our Aims:**

The Primary National Curriculum (2014) programme of study for history aims to ensure that all pupils:

- Know and understand the history of the UK 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 civilizations; 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

## **History Curriculum**

*‘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 the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgment. 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’ (Primary National Curriculum 2014)*

## **Foundation Stage**

History in the Foundation Stage is taught under the umbrella of ‘Knowledge and Understanding of the World’ from the EYFS. The children are supported in developing the knowledge, skills and understanding that helps them to make sense of the world. The pupils are encouraged to talk about their families and past and present events in their lives. They are beginning to gain knowledge and understanding of the world through:

- Photographs
- Listening to stories and memories of older people
- Role play activities
- Discussing events in the past and their own personal lives
- Sequencing events to gain a sense of time

## **Key Stage 1 – Teaching and Learning**

The Primary National Curriculum 2014 Programme of Study at Key Stage 1 focuses on developing children’s 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. Children 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 planning to ensure the progression described above, through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at Key Stage 2.

Pupils should be taught about:

- Changes within living memory
- Events beyond living memory that are significant nationally or globally
- The lives of significant individuals in the past who have contributed to national and international achievements
- Significant historical events, people and places in their own locality

In addition, Key Stage 1 pupils will have opportunities to enrich their history learning through learning outside the classroom through trips and residential visits.

### **Key Stage 2 – Teaching and Learning**

The Primary National Curriculum 2014 Programme of Study at Key Stage 2 should continue to allow children 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. Children 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 should be taught about:

- 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
- 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 an in-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

In addition, Key Stage 2 pupils will have opportunities to enrich their history learning through learning outside the classroom, trips and residential visits.

### **Equal Opportunities, Inclusion, Special Educational Needs and Disabilities (SEND)**

- We plan our history activities to challenge and involve all pupils appropriately, according to age and capability, ethnic diversity, gender and language background
- We are aware of different learning styles and the need to allow pupils to be able to work in their preferred learning styles for some of the time
- We use historical materials for teaching which avoid stereotyping, and bias, towards race, gender, role or disability
- We deal with such issues clearly and sensitively when they arise.

### **Cross-Curricular Links**

Children will have opportunities:

- To extend their personal, emotional and social development, particularly by learning to work collaboratively with others
- To enhance their historical understanding through making links to other areas of learning particularly in Art and Music associated with periods of history.
- To develop contextual understanding through planned learning outside the classroom activities, visits by external speakers, trips and residential.

### **Assessment for learning**

Children demonstrate their ability in history in a variety of different ways. Younger children might, for example recount and roleplay episodes from stories about the past whilst older pupils might produce a PowerPoint presentation based on their learning. Teachers will assess children's work by making informal judgements during lessons.

On completion of a piece of work, the teacher assesses the work and uses this information to plan future learning. Written or verbal feedback is given to the child to help guide his or her progress. Older children are encouraged to make judgements about how they can improve their own work. We assess work in history by making informal judgements as we observe the children during lessons. Once the children complete a piece of work, we mark and comment, as necessary. We use the traffic light system to allow the children to selfmark their work based on the learning objective and success criteria. Once they complete a whole unit of work, we assess children's work in line with national expectations.

Children also do a knowledge harvest at the start and end of each unit which shows the new knowledge learnt. All the data is input in a grid which shows which children have met age related expectations, which haven't and which have exceeded them.

Regular monitoring enables the subject leader to gain an accurate overview of history teaching and learning throughout the school. This will assist the school in the self-evaluation process identifying areas of strength as well as those for development.

In monitoring the quality of history teaching and learning, the subject leader will:

- Observe teaching and learning in the classroom
- Hold discussions with teachers and children.
- Analyse children's work
- Examine plans and progression grids to ensure full coverage of the history requirements.

The History Subject Leader gives the head teacher an annual action plan in which the strengths and weaknesses in the subject are evaluated and indicates areas for further improvement and the planned actions to address these.

### **Statement**

This policy was formulated by Lucy Bell: April 2023

Review date: April 2026

Signed Chair of Governors:

A handwritten signature in blue ink, appearing to be 'Lucy Bell', is written over the 'Signed Chair of Governors:' text.