



**Believe Embrace Shine Together**

**I can do all things through Christ who strengthens me.' Philipians 4:13**

# History Policy

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Checked and Reviewed by:	Governing Body		
Approved by:	Governing Body		
Document Title:	Policy – History		
Version Number:	1	Date of Next Review:	March 2026

### Aims and objectives:

The aim of history teaching is to stimulate the children's interest and understanding about the life of people who lived in the past.

### The aims of teaching history in our school are:

- To foster in children an interest in the past and to develop an understanding that enables them to enjoy all that history has to offer;
- To enable children to know about significant events in British history and to appreciate how things have changed over time;
- To develop a sense of chronology;
- To know and understand how the British system of democratic government has developed and, in so doing, to contribute to a child's citizenship education;
- To understand how Britain is part of a wider European culture and to study some aspects of European history;
- To have some knowledge and understanding of historical development in the wider world;
- To help children understand society and their place within it, so that they develop a sense of their cultural heritage;
- To develop in children the skills of enquiry, investigation, analysis, evaluation and presentation.

### Teaching & Learning Style

History teaching focuses on enabling children to think as historians. We place an emphasis on examining historical artefacts and primary sources. Where appropriate, children are given the opportunity to visit sites of historical significance. We encourage visitors to come into the school and talk about their experiences of events in the past. We recognise and value the importance of stories in history teaching and we regard this as an important way of stimulating interest in the past. We focus on helping children understand that historical events can be interpreted in different ways and that they are encouraged to ask searching questions. We recognise the fact that there are children of different abilities and we provide suitable learning opportunities for all children by:

- Setting common tasks which are open-ended and can have a variety of responses.
- Setting tasks of varying difficulty, enabling all children to work to their full potential.
- Providing a range of challenges using different resources.

### History Curriculum Planning

We use the national curriculum scheme of work for history as the basis for our curriculum planning in history, and have related this to the local context. Our curriculum planning is in three phases (long-term, medium-term and short-term).

History forms part of our themes which is taught across each key stage (four year cycle in KS2 and a three year cycle in EYFS/KS1) - The subject leader for history oversees the curriculum coverage and ensures that requirements are met. We plan the topics in history so that they build upon prior learning. Children of all abilities have the opportunity to develop their skills and knowledge in each unit and, through planned progression built into the scheme of work, we offer them an increasing challenge as they move through the school.

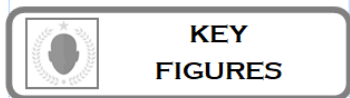
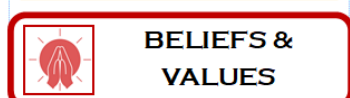
### Learning Threads

At our school we believe that the children learn best when they are able to make links and connections in their learning.

Within our History topics/themes throughout the school, threads of knowledge run through the curriculum – the topics/themes are the vehicles for placing the threads in context.

In History, for example, the concept of 'key figures' is a recurring concept throughout the curriculum. Where appropriate within each topic, pupils develop their knowledge and understanding of this concept.

Our threads are as follows...



By carefully mapping these threads across our topics and revisiting them in different sequences of learning, we will help children gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history.

These threads are revisited over time and add to the cohesiveness of our curriculum as the children progress through their primary education.

### Early Years Foundation Stage (EYFS)

We teach history in the EYFS as an integral part of the topic work covered during the year and we relate the history side of the children's work to the objectives set out in the Early Learning Goals. History makes a significant contribution to the ELG objectives of developing a child's knowledge and understanding of the world.

## Teaching History to children with SEN

At our school we teach history to all children, whatever their ability. History forms part of the school curriculum policy to provide a broad and balanced education to all children. We enable pupils to have access to the full range of activities involved in learning about history.

## The contribution of history to other subjects

History contributes to many subjects within the primary curriculum by providing the children with opportunities to:

### English

- Use the skills of reading, writing, speaking and listening discuss historical questions. Present their findings to the rest of the class

### Mathematics

- Use numbers when developing a sense of chronology through doing activities such as time-lines.
- interpret information presented in graphical or diagrammatic form

### Information and communication technology (ICT)

- use their skills in data handling and in presenting written work
- research information using the internet
- use the digital camera to record and use photographic images

### Personal, Social and Health Education (PSHE) and Citizenship

- Explain their views on a number of social questions such as how society should respond to poverty and homelessness
- Discover how to be active citizens in a democratic society by learning how laws are made and changed
- Challenge stereotypes and to appreciate that racism is a harmful aspect of society
- Learn how society is made up of people from different cultures and start to develop tolerance and respect for others.

### Spiritual, moral, social and cultural development

- discuss moral questions, or what is right and wrong
- understand that Britain's rich cultural heritage can be further enriched by the
- multi-cultural British society of today.

## Assessment and recording

We assess children's work in history by making informal judgements as we observe them during each history lesson. We use this to inform future planning and we pass this information on to the next teacher at the end of the year.

## Resources

We constantly review that there are sufficient resources for all history teaching units in the school. We keep these resources in a central store.

## Monitoring and review

Monitoring of the standards of children's work and of the quality of teaching in history is the responsibility of the history subject leader. The work of the history subject leader also involves supporting colleagues in the teaching of history, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.

