



History Policy

Reviewed: September 2023

Next Review: September 2026



1. INTRODUCTION

- 1.1 This policy outlines the purpose, nature and management of the history taught and learned in our school, history is a non-core subject within the National Curriculum.
- 1.2 The school policy for history reflects the consensus of opinion of the whole teaching staff. It has been drawn up as a result of staff discussion and has the full agreement of the governing body and teachers.
- 1.3 The implementation of this policy is the responsibility of all the teaching staff.

2. THE NATURE OF HISTORY

- 2.1 History is our record of what happened in the past and why. It involves children in studying men, women and children in different societies, cultures and countries. It is both a body of knowledge and a method of enquiry. A study of history is concerned with making informed judgements about the past, rather than simply absorbing facts.
- 2.2 Through history, young children can begin to learn and understand something about the past and its influence on life today. A study of history contributes to children's knowledge and understanding of other people's countries and cultures. We find out about the past on the basis of surviving evidence. This evidence is often incomplete and the whole picture of what happened in the past is often open to interpretation.

3. ENTITLEMENT

- 3.1 At Key Stage 1, all children are introduced to 6 timescales taught through a thematic approach. These include: -
 - changes within living memory
 - events beyond living memory that are significant nationally or globally
 - past events beyond living memory from the history of Britain and the wider world
 - lives of significant individuals who have contributed to national and international achievements
 - significant historical events
 - people and places in their own locality
- 3.2.1 At Key Stage 2, all children are taught 8 study units selected from the National Curriculum. These include:
 - changes in Britain from Stone Age to Iron Age
 - the Roman Empire and its impact on Britain
 - Britain's settlement by Anglo-Saxons and Scots
 - Viking and Anglo-Saxon struggle for the kingdom of England
 - a local history study
 - British history that extends knowledge beyond 1066
 - the achievements of the earliest civilisations
 - Ancient Greece
 - a non-European society that provides contrast with British History



4. INTENT

4.1 Our history curriculum intends to: -

- Ensure that children are curious about and understand Britain's past and that of the wider world.
- Enable children to research further, to question what they've learnt and the reliance of historical sources
- Develop an awareness of their place in the wider world, making comparisons between their lives today and other civilisations

Develop an understanding of different historical periods, with a 'mental timeline' of the past.

5. IMPLEMENTATION

- 5.1 History teaching focuses on enabling children to think as historians. We place an emphasis on examining historical artefacts and primary sources. In each key stage we give children 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 should always ask searching questions, such as 'how do we know?', about information they are given.
- 5.2 We recognise the fact that in all classes there are children of widely-different abilities in history and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:
- setting common tasks which are open-ended and can have a variety of responses;
 - setting tasks of increasing difficulty. Not all children complete all tasks;
 - grouping children by ability and setting different tasks for each ability group;
 - providing resources of different complexity depending on the ability of the child;
 - using classroom assistants to support children individually or in groups.
- 5.3 All history activities are planned to enable children to develop the specific skills of the historical process outlined.
- 5.4 Key Stage 1
Children are introduced to each of the timescales and each of the key elements at least once during Key Stage 1. Each theme will have a focus chosen from the key elements and will cover one or more timescale.
- 5.5 Key Stage 2
The eight study units selected for Key Stage 2 are each introduced once on a rolling programme, which is shown on the history overview. Children are helped to develop a sense of the chronology of each unit and that unit's place in history through the use of a timeline.



- 5.6 Children have opportunities to learn about the past from a range of historical sources and a variety of reference books and materials, which are readily accessible in the central resource area or Library.
- 5.7 Children are encouraged to bring items of interest to school.
- 5.8 Links between history and other curricular areas are used where appropriate. History is taught by the class teacher.
- 5.9 Children are taught about the diversities of the societies studied and the experience of both men and women at all levels within these societies.
- 5.10 All our studies of the past consider human influence on the environment and on the lives of others.
- 5.11 All out of school activities comply with the guidelines in the school health and safety policy.
- 5.12 A rolling two-year cycle is in place for KS1 and a four-year cycle for KS2. This ensures full coverage of the curriculum over the course of each key stage.
- 5.13.1 The knowledge that we expect the children to develop is set out in the core knowledge document.
- 5.13.2 A skills progression document supports differentiation in mixed age classes.

6 SEN

- 6.1 We teach history to all children, whatever their ability. History forms part of the school's curriculum policy to provide a broad and balanced education to all children. We provide learning opportunities matched to the needs of children with learning difficulties and we take into account the targets set for individual children in their Individual Education Plans (IEPs).

7. CONTINUITY & PROGRESSION

- 7.1 We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit and we build planned progression into lessons so that the children are increasingly challenged as they move up through the school.

The long term plan sets out the key knowledge that we expect pupils to develop.

- 7.2 Medium term planning is the responsibility of the key stage teams. These plans detail the specific learning objectives of each lesson, teaching notes and resources required. These plans are stored on the staff drive.
- 7.3 Class teachers use the medium term plans as the basis for their lessons. Sometimes, they may need to adapt them to meet the needs of their class.



8 ASSESSMENT, RECORDING & MONITORING

- 8.1 We assess children's work in history by making informal judgements as we observe them during each history lesson. On completion of a piece of work, the teacher marks the work and comments as necessary. At the end of a unit of work, teachers use the whole school assessment spreadsheet to say whether the children have met or met each curriculum statement.
- 8.2 The history subject leader refers to samples of children's work in topic books. These demonstrate what the expected level of achievement is in history for each age group in the school.
- 8.3 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. The history subject leader gives the Headteacher an annual report in which s/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement. The history subject leader has specially-allocated time in which to fulfil this role by reviewing samples of children's work, speak to pupils and visiting classes to observe teaching in the subject.

9 RESOURCES

- 9.1 We are continually adding to resources for all history teaching units in the school. We keep some resources in a central store where there is a box of equipment for each unit of work. The library contains a good supply of topic books and software to support children's individual research.