



History Policy

Implementation date: Autumn 2024

Review date: Autumn 2025

Curriculum Rationale

We have the following goals in all curriculum areas:

S**uccess** – We celebrate individuality, and the success that each child has, and we recognise that this will take a variety of forms.

M**otivation** – We aim for all of our children to be motivated young people who have a desire to do their best and try their hardest.

C**onfidence** – We provide a nurturing environment where all our pupils develop confidence in themselves to be successful members of their community.

A**spiration** - We are aspirational for our children, providing a curriculum that ensures each learner has the opportunity to reach their true potential.

These aims are achieved by adhering to the following learning motto:

IGNITE – EXCITE – ENGAGE

We aim to:

Ignite a passion for learning and the curiosity to explore the world.

Excite pupils with a curriculum that is fun, and which contains a wealth of rich experiences

Engage all learners and members of the community.

1.) Introduction:

History is an essential part of the curriculum. It gives us a sense of identity, set within our social, political, cultural and economic relationships. It fires the children's curiosity about the past in Britain and the world. History plays an essential part in preparing us for living and working in the contemporary world. While History is about real people who lived in the past, its fundamental concern is the understanding of human conditions, set in the context of time. Such understanding comes from the study of life in the past, of thoughts, beliefs, emotions and actions, as people related to each other and their environment and as they encountered and solved problems

2.) Intent:

Our History curriculum is designed to meet the requirements of the National Curriculum. Accordingly, in the teaching of History we intend for all our pupils to:

- Know and understand the **history of British Isles** 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 civilisations; 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 historical 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.

3.) Implementation:

We teach knowledge, skills and understanding in both History and Geography alongside one another in a thematic approach. **We do this in order to develop:**

- Historical skills of questioning, enquiry, observing and interpreting, organising and communicating findings, drawing conclusions and identifying cause and effect. This will lead to an understanding of chronology and ability to describe the passing of time.
- Knowledge and understanding of important historical periods and people, through an enquiry based approach, and relate these to present day life.
- Appropriate historical vocabulary to communicate ideas.
- Knowledge of other cultures.

- Curiosity about the things children observe, experience and explore relating to the world around them, including their local area.
- Problem solving, ICT, investigation and how to present conclusions in the most appropriate way.

In order to teach History to pupils we:

- Embed knowledge through a well-sequenced curriculum that build upon prior skills and knowledge
- Use metacognition strategies (eg retrieval grids) to ensure that knowledge is being refreshed and used well.
- Model essential vocabulary for each phase. Teachers embed this vocabulary to 'spiral' it throughout the curriculum.
- Enhance the curriculum through a variety of enrichment opportunities including visits out and visitors in school.
- Plan topics based around local area and significant local people from the past.
- Over-arching enquiry question per term (with mini enquiries to support children finding an answer to this question).
- Encourage children to develop their own line of questioning to support their investigations
- Incorporate cross-curricular learning across each topic
- Pose 'deeper thinking' questions pitched appropriately to historical ability.
- Make good use of assessment to allow teachers to identify gaps in learning and highlight areas for further deeper thinking and progression.

4.) Impact:

Children will have:

- A secure historical knowledge that is processed into the long term memory.
- An appreciation of the history of other cultures.
- An understanding of what it means to be a positive citizen in a multi-cultural country, which will in turn prevent stereotyping.
- A solid understanding of the history of their local area that is personally significant to them.
- Skills that can be applied across the curriculum and in day to day life an understanding of chronology and ability to describe the passing of time.
- Opportunities to practice, develop embed reading, mathematical and written skills.
- The skills, knowledge and confidence to form and articulate their own decisions about personal choices, attitudes and values.

5.) Assessment and recording:

We assess children's work in History by making informal judgements as we observe them during each lesson. On completion of a piece of work, the teacher marks the work and comments as necessary. In Key Stage 1, assessment sheets are highlighted as part of on-

going assessment and passed onto the next teacher to ensure strong progression in learning. In Key Stage 2, each History topic has its own assessment sheet, where the teacher will assess the specific skills taught in each lesson.

At the end of the enquiry based topic, the teacher makes a summary judgement about the work of each pupil and decide if they have yet to obtain, met or exceeded the unit objectives. We use this as a basis for assessing the progress of the child at the end of the year.

6.) Monitoring and review:

Monitoring of the standards of children's work and of the quality of teaching in History are the responsibility of the Humanities leader, who will work closely with SLT. The work of the leader also involves supporting colleagues in the teaching of the subject, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.

The Humanities leader gives the Principal an annual action plan in which s/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement. Specific time is allocated to this throughout each term in order to fulfil this role by reviewing samples of children's work and visiting classes to observe teaching in the subject.

7.) Inclusion:

At our school we teach History to all children, whatever their ability. We provide learning opportunities that are matched to the needs of children with learning difficulties and those learning English as an additional language, as well as providing appropriate, challenging planned work for those children who are More Able. Pupils who require additional support receive differentiated learning activities well matched to their needs. See the Inclusion Statement attached below.

8.) Health and Safety:

Teachers should ensure that all learning takes place within a safe environment with special reference to the use of resources. Visits to off-school sites should be arranged in line with the School Visits Policy.