



History Policy

Agreed at (please indicate with a *):

- Full Governing Body Meeting _____
- Children and Learning Committee Meeting _____*
- Resources Committee Meeting _____

Date: 1.7.19

History Policy Contents

Section	Page Number
Introduction	3
Aims and objectives	3
Policy	3 - 4

History Policy

1. Introduction

- a) The study of history should aid pupils' curiosity and enthusiasm about historical people, events and time periods.
- b) By studying history, children will gain an understanding of Britain's past and that of the wider world and it provides children with a strong understanding of people. They will learn about a wide range of choices, attitudes and values causing them to understand more about themselves as individuals and members of society.
- c) The teaching of history helps children critically evaluate evidence and understand why people interpret the past in different ways. As part of this, children will develop the skills needed to communicate confidently in a range of styles.

2. Aims and objectives

- a) The national curriculum for history aims to ensure that all pupils:
 - i. 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.
 - ii. 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.
 - iii. Gain and deploy a historically-grounded understanding of abstract terms such as *empire*, *civilisation*, *parliament* and *peasantry*.
 - iv. 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.
 - v. 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.
 - vi. 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. Subject Content

- a) The National Curriculum defines four key areas that form the basis for programmes of study for history in both Key Stage 1 and Key Stage 2. These are:
 - i. Investigation and interpretation of the past.
 - ii. An overview of world history.
 - iii. An understanding of chronology.
 - iv. Communicating historically.
- b) Guidance is given on how skills are developed across the key stages, building on and extending prior knowledge.

4. Subject Organisation

- a) For all year groups, the requirements of the history curriculum have been mapped into the school's themes of learning; some themes will have a greater historical content than others. This approach gives children the opportunity to contextualise their history learning within the broader learning experience.

- b) Where possible, learning outside the classroom will be encouraged so that children can experience their locality and use the local area to develop their historical skills.
- c) A variety of teaching and learning styles are used in history lessons. These include: primary artefacts and videos, secondary sources of information such as books and photographs, drama and role play activities, visitors with personal experiences or stories and visits to places of interest.

5. SEND

- a) We provide for all children so that they achieve their potential in the learning of history according to their individual abilities. See SEND policy for further information.

6. The role of the History Leader

- a) The leader is to:
 - i. Take a lead in the development of policy and the implementation of the history curriculum.
 - ii. Have an overview of history teaching throughout the school.
 - iii. Support colleagues in their subject knowledge, development of planning and implementation of history assessment and record keeping activities.
 - iv. Assist year groups with the storage and the updating of history resources, including online resources.
 - v. Keep up to date with developments in history education and disseminate information to colleagues as appropriate.
 - vi. Monitor progress through consultation with colleagues, classroom observation, sampling teaching planning and scrutiny of children's Discovery books or cross curricular links to English.

7. Assessment and target setting

- a) Opportunities for assessment will be identified when planning and these assessments are used to inform future planning.
- b) Children will have regular teacher assessment and feedback in line with our Assessment policy.