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## **History Policy**

Shirland Primary School

October 2022

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Last Reviewed	October 2022
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Reviewed By	Chair of Governors
Next Review Date	October 2025

## **History Curriculum Policy**

### **Overview**

At Shirland Primary School we employ a topic based approach to teaching and learning in history. We believe that teaching history in a creative and concrete way is fundamental to inspire pupils' curiosity and fascination to know more about the past. 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.

### **Intent**

History fires pupils' curiosity about understanding Britain's past as well as the history of the wider world. Children will consider how the past can influence the present as well as the future. It develops a chronological framework for children's knowledge of significant events and people. They see the diversity of human experience and understand more about themselves as individuals and members of society. Teachers are responsible for the implementation of history effectively and to assist pupils to:

- Develop chronological understanding of periods of time in British and world history.
- Increase knowledge and understanding of key events.
- Know about famous people who have influenced the course of history.
- Recognise that the past is represented and interpreted in different ways.
- Be able to use a range of sources to select and record relevant information.
- Develop a range of skills necessary to communicate their knowledge and understanding.
- Understand historical terms, such as empire and historical concepts, such as continuity and change.

### **Implementation**

In order to ensure that our aims are met and the Programme of Study is covered at each key stage the school follows Programmes of Study from the 2014 Primary National Curriculum in England.

We organise our curriculum so that children learn about a different topic each half term. Where appropriate, alternate topics are focused on history. Sometimes history objectives are taught alongside geography objectives. There is a focus on chronology and each classroom has a timeline which is used to support and develop children's chronological understanding as they move through school.

History learning is also used to enrich learning during English lessons where cross curricular links are often made to reading and writing tasks.

Short term planning of individual lessons is carried out by the class teacher. Curriculum maps provide learning objectives, key vocabulary for the unit and the learning tasks to achieve these objectives. Additionally, teaching staff regularly adapt their lessons to answer any self-directed questions that the children have about the topic they are focusing on. This ensures that the work planned is relevant to the needs and interests of all pupils in each class.

All children will be given equal access to history through their topic learning. Mutual respect and tolerance for all cultures and beliefs will be promoted during lessons and links made to PSHCE objectives where appropriate.

EYFS - historical skills in the Foundation Stage are planned through the objectives in the Early Learning Goals and in particular 'Understanding the World'. A story led approach is used to teach children about their immediate past and the lives of the people around them.

### **Impact**

Knowledge organisers are introduced at the start of a new topic. These contain a timeline, key dates, events, people and facts. Key vocabulary is also highlighted. These knowledge organisers are accessible in every classroom and a copy is sent home. They are referred to during lessons to support learning and used as a simple assessment tool at the end of a topic.

Ongoing assessments take place at the end of units of work and are linked to the objectives taken from the National Curriculum 2014. Teachers use this information to inform future lessons; ensuring children are supported and challenged appropriately. This data is analysed on a termly basis to inform and address any trends or gaps in attainment. The monitoring of coverage and progress across the school will be done by the subject leader.

EYFS – work is analysed by looking at the progression of selected children through work published on Tapestry

Y1 to Y6 – work is analysed through moderation of history/geography books and informal discussions and responses from the children during lessons.

The subject leader carries out pupil interviews to assess their enjoyment and knowledge and understanding of the topic covered.

Attainment against National Expectations is shared with parents in end of year reports.