



History Policy

December 2024

Version 2.3

Approved: 20.12.24

Next Review Date: December 2026

1 Aims

1.1 The purpose of teaching history in our school is:

- *to introduce pupils to what is involved in understanding and interpreting the past*
- *to help pupils to understand how the past has influenced the present*
- *to encourage pupils to understand the nature of evidence by emphasising history as a process of enquiry and develop the range of skills required to interpret primary and secondary source material*
- *to help pupils develop a sense of identity through learning about the development of their local area, Britain and the world*
- *to develop understanding of how the past is represented and interpreted*
- *to help pupils develop their own values and attitudes about the past and to have an increasing understanding of the values and attitudes of others*

2 Objectives

2.1 By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. Schools are not required by law to teach the example content (shown in []) or the content indicated as being 'non-statutory'.

2.2 As part of the Foundation Stage of the National Curriculum, children's work is related to the objectives set out in the Early Learning Goals.

2.3 Key Stage 1

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

2.4 Pupils should be taught about:

- *changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life*
- *events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]*
- *the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil*

Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]

- *significant historical events, people and places in their own locality.*

2.5 Key Stage 2

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

2.6 Pupils should be taught about:

- *changes in Britain from the Stone Age to the Iron Age*
- *the Roman Empire and its impact on Britain*
- *Britain's settlement by Anglo-Saxons and Scots*
- *the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor*
- *a local history study*
- *a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066*
- *the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China*
- *Ancient Greece – a study of Greek life and achievements and their influence on the western world*
- *a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.*

3 Teaching and Learning

- 3.1 The organisation of the classes dictates that long and medium term planning cycles are on an annual basis to ensure that pupils have completed coverage of the NC programme of study.

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- 3.2 When planning the schemes of work across the key stages, attention is paid to providing pupils with, i) learning experiences that provide a *balance of knowledge and understanding* appropriate to the key stage and ii) *a balanced range of perspectives* on the lives of people and societies (political, economic, technological. social, religious, cultural and aesthetic.)
- 3.3 Opportunities to assess pupils' progress are identified within the short-term planning. Records are kept of pupils' achievements in history through both the teacher's notes and the recording system for project work.
- 3.4 A large proportion of work undertaken by pupils has an investigative/enquiry approach. By studying primary and secondary evidence pupils ask questions, analyse information and communicate their knowledge and understanding in a variety of ways.
- 3.5 Activities are created to provide opportunities for pupils to develop, apply and make progress within the wide range of historical skills and concepts e.g. chronology; change over time; social; cultural; religious and ethnic diversity; historical interpretation.
- 3.6 Teachers/adults should have an awareness of the messages or bias that we might unwittingly pass on either through our questioning/discussions or selected resources/materials.
- 3.7 Visits and fieldwork are an important part of a pupil's entitlement. They meet the requirement as set out in the Health and Safety policy in relation to school visits. Careful preparation ensures pupils are given tasks appropriate to their ability, which will develop their skills of observation and questioning.
- 3.8 History makes a significant contribution to the development of language, literacy and occasionally numeracy. Pupils are given the opportunity to use ICT in all areas of their learning.
- 3.9 Activities are created within units, which will encourage pupils to reflect their own values and attitudes in relation to a wider world e.g. moral issues, democracy and tolerance. Whenever possible material is chosen so that a range of multicultural opinion is represented and women and minority groups in past societies are accurately portrayed.
- 3.10 The work in history is planned to provide appropriate links with other subjects. In KS1 it is often taught as part of an integrated topic. In KS2 it may be taught as a focused history unit or alongside other subjects as a broad theme (with the history objectives identified). Aspects of cross-curricular themes, citizenship and PSHE will be included where appropriate.

4 Recording and Reporting

4.1 Reporting to parents is through an annual written report focuses upon attitudes of the child to History, skills, and competence in a variety of applications.

5 Literacy

5.1 We expect pupils to apply the same consistent standard throughout their writing, whether it is in formal Literacy based sessions or more topic based learning sessions.

6 Information and Communication Technology

6.1 ICT will be used not just as a tool for research and presentation but also to enable databases to be created and films of re-enactments to be recorded.

7 Inclusion

7.1 We ensure that the curriculum is available to all pupils, with equal appropriate access regardless of sex, race, religion or ability.

8 Role of the Subject Leader

8.1 The Subject Leader is responsible for the monitoring and development of the subject throughout the school. This includes:

- *attending cluster group meetings and relevant courses*
- *working alongside colleagues at both key stages*
- *updating resources/resource boxes*
- *checking medium term plans and advising on best practice*
- *monitoring progression*
- *looking at project books and talking to pupils about their work*

9 Staff Training

9.1 Staff will be encouraged to attend courses and review resources. The History Subject Leader will have access to specific training to support and develop their role.

10 Dissemination

10.1 The Policy is available on the school web site and a paper copy can be obtained on request from the school office.

11 Reviewing the Policy

- 11.1 This policy will be reviewed bi-annually by the History Subject Leader and monitored by the Link Governor to ensure that the Policy is relevant and up to date.