



Approved by Governors: Autumn 2024
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HISTORY POLICY

RATIONALE

The teaching and learning of History is essential to the development of a child's understanding of the world around them. By giving children the opportunity to explore and research the actions of people and events in the past, they are able to develop their own ideas, beliefs and values. We believe that a well-rounded History curriculum will allow children to gain a coherent knowledge and understanding of Britain's past and that of the wider world, themselves and others.

The teaching of History enriches children's natural enquiry skills. History allows children to foster a keen appreciation of the world that has gone before them. Not only does History broaden children's horizons about the past, it also enhances and supports their learning in other curriculum areas.

AIMS AND OBJECTIVES

- To foster an interest in the past and to develop an understanding of how the past has influenced the present.
- To develop a sense of chronology so the children can organise their understanding of the past.
- To provide opportunities for investigation and learning using a wide range of sources and information.
- To develop an understanding of how to interpret primary and secondary sources.
- To distinguish between historical facts and interpretation.
- To provide opportunities for children to develop their skills of enquiry, analysis and investigation.
- To learn about key events in the history of their own country and the world.
- To organise information about past societies, making comparisons.
- To promote pupils spiritual, moral, social and cultural development through the study of past societies.
- To make connections between time periods through key concepts such as tax, trade, empire, and invasion.

APPROACHES TO TEACHING & LEARNING

History teaching focuses on enabling children to think as Historians. Whenever possible, we provide children with first-hand experiences and place an emphasis on enquiry through examining historical artefacts and photographs, amongst other primary and secondary sources. 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 teach with a creative approach to ensure this occurs.

We focus on helping children understand that historical events can be interpreted in different ways and that they should always ask enquiry questions, such as 'how do we know?', about information they are given and should consider the beliefs and values of that time.

Through the use of knowledge organisers, time boxes and working walls, we support the children to revisit and review prior learning, whilst also making connections with their new learning.

History will be taught bi-weekly as part of our foundation subject rotation timetable.

PLANNING

History planning is shown through a whole school curriculum map as well as medium term planning for each unit of work.

The long-term plan maps the History topics studied during each Key Stage. We teach the knowledge, skills and understanding set out in the New National Curriculum of 2014 through the corresponding programme of study.

FOUNDATION STAGE

We teach History in Reception as an integral part of the Understanding the World concepts covered during the year. As outlined in the EYFS Framework of 2021, the specific area of Understanding the World includes three ELG's. To meet the ELG of 'Past and Present', children will develop an understanding of the past and present by talking about their lives and the lives of people around them as well as exploring some similarities and differences in the past and present. This understanding will be developed through experiences, discussion, play and stories.

STAFF ROLES AND RESPONSIBILITIES

Class teachers are responsible for planning the History units being taught and should have clear objectives for each session being taught. Teachers should use the Foundation Topic planning format and should evaluate each taught session to inform future planning.

The Humanities subject leader team will monitor all medium/short term planning.

RESOURCES

General History resources are stored in the resource cupboard and can be easily accessed by all staff. In the case that a topic will be covered in a specific year group it will be stored in that year group.

Topic books will be stored in all three Library Nooks, with books related to current and past History learning to support learning as well as foster further curiosity and love of learning. These can be taken to the year group whilst the topic is being taught and then returned at the end of the half-term or used within a year groups Library Nook time.

ROLE OF PARENTS

We encourage using parents and local people as we know this is an invaluable resource. They are welcomed into our school to share anecdotes, experiences and possessions. We also have strong links with local high schools, using their expertise and resources to enhance the History curriculum within Norwood.

ASSESSMENT AND RECORDING

The class teacher will assess children's work in History by making informal judgements through observations during each History lesson. On completion of a piece of work, the teacher marks the

work and comments as necessary. Teachers to mark History work in accordance with the Marking, Feedback and Presentation Policy. Teachers to gather evidence of a child's understanding using written recording where appropriate but also through discussion, questioning, drama and any other techniques that can show a child's understanding.

Throughout the teaching and learning process, teachers are to use the assessment of skills document to continually assess pupils' knowledge and understanding. Teachers will use this as a basis for assessing the progress of the child at the end of the year.

S.E.N

We ensure that all children have access to the History curriculum whatever their ability. Classroom activities are differentiated where appropriate to ensure every child's educational need is met. Through our teaching of History, we enable all pupils to make progress. Through our History teaching we provide learning opportunities that enable all pupils to make good progress. We strive to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents and those learning English as an Additional Language. The use of enquiry through primary and secondary sources will provide pupils with additional needs practical and visual learning opportunities to support their understanding. Opportunities to use ICT to support teaching and learning in History will be planned for and used as appropriate.

MONITORING AND REVIEW

Monitoring of the standards of children's work and of the quality of teaching in History is the responsibility of the Humanities subject leader team. The work of the Humanities subject leader team also involves supporting colleagues in the teaching of History and ensuring staff are aware of current initiatives and approaches. The Humanities subject leader team will attend relevant training courses.

The Humanities subject leader team has specially allocated time in which to fulfil this role by reviewing samples of children's work, gathering 'pupil-voice' and visiting classes to observe teaching in the subject.

HEALTH AND SAFETY

The general teaching requirement for health and safety applies in this subject. We encourage the children to always consider their own safety and the safety of others. Teachers refer to the School's Health and Safety Policy and the safety procedures recommended in the DfE 'Health and Safety of Pupils on Educational Visits' guidelines for the educational visits aspects of this subject.

REVIEW

This policy will be reviewed at least every three years by the Curriculum Committee of the Governing body.