

# History Policy



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*Date of review: October 2023*

*Next review: October 2026*

## History Policy

At Stoke Holy Cross School the aim is to provide the pupils with a positive learning experience in History.

### Intent

Through our study of History, we aim to develop children who are curious in the world around them and its past. Our units of study have been selected and organised to provide our children with an awareness and understanding of the chronology of key eras in British and world history. Children at Stoke will be able to compare and contrast the past and the present and appreciate the impact of ancient civilisations, significant events and people upon modern society. They will develop a sense of our place in history through knowledge of local links to ancient civilisations and significant people (prehistoric discoveries such as Seahenge, Boudicca and the Iceni, the Roman settlement in Caistor St Edmunds, Howard Carter etc...)

### What do we teach?

#### Purpose of study (National Curriculum in England KS1 and KS2 2014)

*A high-quality History education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. 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.*

### Aims

*The national curriculum for History aims to ensure that all pupils:*

- *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*
- *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 abstract 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 History – key stages 1 and 2 2*
- *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.*

All our units follow the National Curriculum 2014. The units are planned to develop retention of 'now' knowledge. Key facts and concepts are built upon and revisited to develop memory skills. New content is always connected to prior learning. Running across these units are our chosen substantive concepts (religion, invasion and settlement, technology and invention, society and civilisation) – recurrent themes that encourage children to make connections and identify what makes key people and events significant to our modern world.

History topics are developed through Curriculum Maps (curricular links to other areas are also identified), Knowledge Organisers and Progression Grids. The progression grids identify key 'now knowledge', substantive concepts and vocabulary significant to previous and future learning.

History is taught in Reception through topic work and links to story books covered during the year. We relate the historical aspects of the children's thinking and work to the objectives set out in the Early Years curriculum which underpin the planning for children aged three to five.

Curricular links to other areas are recognised and developed.

## Implementation

Our philosophy on teaching and learning is encapsulated in our Teaching and Learning Policy, to which reference should be made.

- A variety of learning styles is used.
- Whole-class teaching methods, enquiry based group work, individual, pair, class and group work.
- Pupils are taught through discussion, practical activity, games, investigations, problem solving, research, role-play and recording.

## Impact

The skills we develop will prepare children for their continued study of History at secondary school. Children will learn enquiry skills such as *chronology and identifying cause and consequence, change and continuity, similarity and difference, evidence and significance*. They will be able to research a topic by retrieving information from primary and secondary sources and learn to ascertain fact from opinion. They will be encouraged to reflect, debate, form their own opinions on past events and to justify those opinions with supporting evidence. They will be encouraged to try to detect historical biases, to question viewpoints, (awareness that history is often written by the victors) and why certain events and figures are more well-known than others.

Our engagement in the study of History will also nurture children who **apply** their **knowledge** and **skills** in their everyday lives; to be curious, analytical, respectful to the endeavours of other cultures and civilisations and to have confidence in asking questions and forming their own opinions. We will learn to appreciate that Britain has been shaped and influenced by a series of invasions and settlements and wonder at the achievements and advancements made by ancient civilisations globally. History provides us with a sense of ourselves and our roles as global citizens; that our actions and opinions can have an impact on others. Children at Stoke will understand that history can help us to learn from mistakes and prejudices and provide us with the knowledge and tools to shape the future positively.

## Resources

We have a range of text/information books along with interactive boards and iPads to access the internet as a class. Visits are planned to enhance learning and give hands on experience, for example class trips to Norwich Cathedral to learn about Edith Cavell. We have also taken part in pupil re-enactment days. People with an interest, or expertise, in a particular topic or area of history are invited into school to work with the children. These might be parents, grandparents, other family members, school governors or representatives of the local community.

## Access and Equal Opportunities/Inclusion

All children are entitled to access a broad and balanced curriculum at an appropriate level. Teachers include a range of teaching styles and groupings to allow all children to make progress. Every child should be given opportunity to develop their skills independently and in groups, enhancing their own confidence and self-esteem.

## **Spiritual, moral, social and cultural development**

When teaching history, we contribute to the children's spiritual development. We also provide children with the opportunity to discuss moral questions, or what is right and wrong. The history programme of study provides the promotion of fundamental British values. Children develop self-confidence by having opportunities to explain their views on a number of social questions. They learn how to recognize and challenge stereotypes and to appreciate that racism is a harmful aspect of society. They learn how society is made up of people from different cultures and start to develop tolerance and respect for others.

## **Assessment, recording and reporting**

There is an agreed whole school policy to which reference should be made, and which recognises the importance of History in school.

Teachers assess pupils continuously on an informal basis; these assessments inform the teacher of the pupil's current achievements, and guide the teacher in planning the pupil's future learning.

Parents are informed through the annual report. This shows whether children are working towards/working at/working above the Stoke age related expectations.

## **Review**

This policy will be reviewed by the Subject leader as part of the general curriculum review programme listed in the policy review schedule.