



**Thurlaston CE (Aided) Primary School**  
Teaching and Living the Christian Way of Life  
Building Our Lives on Jesus

# History Policy

Approved .....

Date .....

Review date .....

## Thurlaston Primary School History Policy

Updated January 2022

This policy reflects Thurlaston CE Primary School's values and philosophy as regards the teaching and learning of History. History teaching in the Primary School is about developing thinking and learning skills, enabling learners to develop a sense of personal identity and an understanding and respect for other cultures and points of view.

It helps them to appreciate the problems of the past and how attempts were made to deal with them. It provides an opportunity to understand the bearing that the past has on the present, and the future. To be a good historian, children need to know about sources, to gather evidence and to reflect critically on the material they have gathered.

### INTENT

Through our teaching of history we intend to-

- develop in children the skills of enquiry, investigation, analysis, evaluation and presentation;
- give pupils opportunities to develop an awareness of the past, using common words and phrases relating to the passing of time;
- develop children's secure knowledge and understanding of chronologically and understanding of British, local and world history, establishing clear narratives within and across the periods they study;
- support students with their understanding of where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods;
- provide a broad, balanced and progressive history curriculum based on the entitlements of the National Curriculum, taking into account individual needs and interests;
- provide a stimulating, well resourced, safe historical environment which will harness the children's curiosity about the past and stimulate their love of learning;
- ensure that children understand that history has shaped all aspects of life and learning
- help children understand society and their place within it, so that they develop a sense of their cultural heritage;
  - encourage children to respond with open mindedness and sensitivity to the ideas and concepts of other times and places;
- foster feelings of interest and involvement with others in different times and places;
- develop in children the skills of enquiry, investigation, analysis, evaluation and presentation.

We also intend to:

- improve pupils skills across the curriculum, especially in Literacy, Numeracy and ICT
- develop thinking skills
- develop pupils as active citizens
- promote awareness and understanding of spiritual and moral issues.

### Spiritual, Moral, Social and Cultural Development

History provides opportunities to promote -

- Spiritual development through helping pupils to appreciate the achievements of past societies and understanding of individuals who made sacrifices for particular causes.
- Moral development through helping pupils recognise that actions have consequences by considering the results of events and decisions, and to explore how different interpretations of the past reflect different viewpoints and values.

- Social development through identifying how different societies were organised and considering different political structures.
- Cultural development through helping pupils recognise differences and similarities between and within cultures over time and explore different interpretations of what constitutes culture and cultural development.

## **IMPLEMENTATION**

### **During the Foundation Stage:**

Children in Early Years Foundation Stage will explore history through the area of learning entitled Past and Present, People, Culture and Communities and The Natural World.

### **By the end of Key Stage 1, most children will be expected to:**

- recognise changes in living memory (linked to aspects of national life where appropriate) in the context how toys have changed through the ages and how holidays have changed;
- find out about the lives of significant historical figures, including comparison of those from different periods by looking at the lives of Florence Nightingale and Edith Cavell;
- explore the lives of significant local people by finding out about the life of Thomas Cook.
- be aware of key events – e.g. Bonfire night, events of local importance.

Children are encouraged to reflect on their own childhood and those of their parents, access creative resources, appraise and modify their work on a daily basis. Resources are the key to effective practice and children are encouraged to think and work independently.

### **By the end of Key Stage 2, most children will be expected to:**

- explore British History (taught chronologically) – Stone Age to Iron Age, the Roman Empire and impact on Britain, Anglo-Saxons and Vikings,
- carry out a local history study linked to one of the above topics.
- find out about Ancient Greece- their lives and influence on the wider world.
- have knowledge of where and when one of the first civilisations appeared in Ancient Egypt.
- study the Mayans as a non-European society that contrasts with British history.

### **Programmes of Study**

History is a National Curriculum foundation subject with designated programmes of study.

The programmes of study for both Key Stage 1 and 2 are based on:

- teaching concepts, skills and knowledge through a variety of approaches including visits, use of sites and primary evidence;
- providing opportunities for pupils to practice the skills necessary for systematic historical investigation;
- identifying, promoting and reinforcing positive historical attitudes and encouraging children to use historical facts to back up their opinions;
  - planning taking into account children's abilities, interests, previous knowledge and experiences to ensure appropriate coverage and progression;
- relating historical situations to modern day life wherever possible.

### **Teaching and learning style**

Children are taught in their normal class group for history and classroom organisation will depend on the needs and abilities of the pupils and also on the intent of the lesson. In planning historical work, teachers

are mindful of the ways in which pupils learn. The teaching of history reflects different teaching and learning styles to ensure full inclusion, such as whole-class lessons, group, paired and individual work and we combine these with enquiry-based research activities. We encourage children to ask as well as answer historical questions.

### **Planning**

In our school, history is planned on a two year cyclical programme to cater for having two year groups in each class apart from in year two. Year two are taught apart from year one so they study the same topics each year. Learning activities are sequenced to ensure progression and continuity throughout the school. In addition to history lessons, the school has special themed activities such as trips to areas of local interest, visitors coming into the school and whole school enrichment days.

### **IMPACT**

In order to assess the impact of our history curriculum upon the children we:

- Gather evidence of what individual pupils know, understand and can do in history by observing them at work, listening to and discussing with them, and evaluating any work they produce.
- Make periodic and end of key stage judgements using the National Curriculum statements and history assessment grid descriptors. (The coordinator then collects these grids in once a term and monitors the progress of individuals in each class.)
- Report annually to parents on how well the pupil has achieved and the effort that they have demonstrated in the subject.
- Track the progress of children at, above and below age related expectations in each year group to monitor achievement. (This is the subject coordinator's responsibility.)
- Scrutinise a range of books from each class once a year as a staff and then the co-ordinator presents all staff with feedback as regards standards, presentation etc.

### **Resources**

Resources form an essential part of curriculum delivery. Access to resources is sometimes a determining factor in classroom organisation. As part of their historical work, all pupils have opportunities to use texts (Red Resource boxes arrive termly from Leicestershire Library Services), artefacts (Blue artefact boxes arrive termly), videos, sites (Espresso), photographs, portraits, primary sources and other ICT.

### **The Role of the Subject Leader**

- To undertake monitoring of standards in history and use this to inform the history action plan.
- Provide leadership and management of their subject to secure high quality teaching and learning.
- Play a key role in motivating, supporting and modelling good practice for all staff.
- Take a lead in policy development and review.
- To liaise with outside agencies and attend subject specific courses.
- To report to the Head teacher and Governing Body on history-related issues.
- To plan and organise the allocation and purchase of resources in accordance with available budget.

### **Monitoring and Evaluation**

Monitoring and evaluation is carried out on a number of levels to enhance the teaching and learning of history in our school:

- class teacher and teaching assistants
- headteacher
- external inspectors
- History co-ordinator

Monitoring may be through a range of methods including:

- Assessment of pupils' work and achievement
- Work analysis
- Planning analysis
- Staff discussion and feedback
- Annual interviews with children from each class

### **Equality Statement**

We are committed to providing equal opportunities for everyone. We value the diversity of individuals within the school and beyond, and do not discriminate. Learning to live and work together, and respect each other is encouraged throughout the school. S.E.N.D Work will be differentiated appropriately and, where necessary the child may have the support of a TA or classroom helper. Everything should be done to avoid highlighting the disabilities of a particular child. Support may be especially necessary during field study activities.

### **Health and Safety**

Before any field study, a risk assessment will be carried out and submitted in accordance with the school's outdoor education policy and Education Authorities guidelines.