



***Mission statement: Valuing Potential; Creating Opportunities***

### **HISTORY POLICY**

This policy to be read in conjunction with Assessment Policy, Equal Opportunities Policy, Teaching and Learning Policy, Racial Equality Policy, Inclusion and SEN Policies

<b>REVIEWED BY</b>	<b>DATE OF POLICY</b>	<b>DATE OF REVIEW</b>
Subject Leader	March 2025	March 2026
Reviewed By:	SLT	TEACHING & LEARNING COMMITTEE

### **RATIONALE**

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world and its relevance to our lives in the present and future. Teaching should inspire pupils' curiosity to know more about the past and equip them 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. Our History curriculum aims to be a balance of historical knowledge and analytical skills.

### **AIMS AND OBJECTIVES**

#### **Aims**

Through the teaching and learning of history pupils will be given opportunities to:

- Enjoy discovering and developing knowledge and understanding of the past.
- Know and understand some 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; the achievements and disappointments of humankind.
- Know and understand some of the history of these islands as a chronological narrative, how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.
- Develop curiosity and interest in people from different times and places.
- Develop understanding, respect and tolerance of the beliefs, attitudes and actions of others.
- Learn to draw conclusions and make judgements based upon a respect for evidence.
- Develop a range of study skills that will support them in many aspects of their lives.
- Learn to work in a variety of situations and with increasing independence.
- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections.
- Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history.



## **Objectives**

Our objectives are for the pupils to:

- Become aware of 'the past' know that it can be ancient, distant or recent and be increasingly skilled in sequencing the past and in using appropriate terminology to describe events.
- Gain increasingly detailed knowledge of the events, developments and characters in the topic studied and be able to identify the most relevant events, changes and chronology.
- Develop and use enquiry skills with increasing confidence.
- Understand methods of historical enquiry, including how evidence is used to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed and shared.
- Become aware that they can find out about the past through the use of a wide range of resources including stories, the locality, artefacts, pictures, portraits, maps, diagrams, videos, books, the internet, the teacher and others and become skilled at using these resources.

## **TEACHING AND LEARNING**

Teachers will:

- Establish what learners know and build on it, giving opportunities for learning through direct experience, (visits, visitors), teacher led work, including exposition, demonstration, question/answer, whole class, group, paired, and individual activities, use of the school library and computing, including internet research.
- Create opportunities for pupils to undertake suitable investigations/problem solving/hypothesis testing e.g. "School life today is much the same as it was in Victorian times".
- Create opportunities for pupils to work collaboratively to find out/discuss/debate/present findings.
- Provide pupils with differentiated material to enable equal opportunities and success for all.
- Set high expectations and give every learner the confidence they need to succeed.
- Use knowledge organisers as a way of setting out the key concepts in a historical topic.

## **Early Years Foundation Stage**

We teach history in the Early Years as an integral part of the topic work covered during the year. We relate the historical aspects of the curriculum to the objectives set out in the guidance for the Early Years Foundation Stage. History makes a significant contribution to the Understanding of the World area of learning. Children in Reception should be able to talk about their own lives and those of people close to them; know some similarities and differences between things in the past and now; understand the vocabulary of 'past', 'now' and 'future'.

## **Special Educational Needs**

At Hartsbourne, we teach history to all children, whatever their academic ability. History forms part of the school curriculum to ensure we provide a broad and balanced education to all children. We will provide differentiated learning opportunities that match the needs of children and we consider the targets set for individual children.

## **CURRICULUM ORGANISATION**

At Hartsbourne we use the National Curriculum 2014 as the basis for our curriculum planning in history. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in



each unit and we build planned progression into the scheme of work so that the children are increasingly challenged as they move up through the school.

We will provide pupils with a range of opportunities to demonstrate their knowledge and understanding. For example through:

- Talking and discussing with other pupils, the teacher and other adults.
- Role-playing/re-enacting events and situations.
- Producing models, drawings, sketches, diagrams, maps, collage, timelines, photographs.
- Written work including descriptions, narratives, explanations.
- Writing for different purposes and audiences.
- Presentation in assemblies.

### **Planning**

In planning the history topics for the school, teachers will:

- Use the school's Planning Policy and guidelines.
- Plan for the progression of skills and developing an understanding of past, present and future.
- Provide a wide variety of teaching methods matched to pupils' abilities providing differentiated tasks and ensuring pupils are challenged.
- Make use of a range of resources, including books, artefacts, ICT, visitors, visits.

### **The subject leader will:**

- Check that there is coverage of the key elements and that a balance in terms of political, social, economic, cultural, technological and religious aspects is kept.
- Monitor the time spent on the teaching of history against national recommendations.
- Ensure that teaching staff remain impartial to political views when covering emotive subjects.

## **CROSS CURRICULAR OPPORTUNITIES**

### **English and Drama**

- Use the skills of reading, writing, speaking and listening
- Discuss and debate pertinent questions
- Presentations to the class, parents and others.

### **Mathematics and Computing**

- Developing a sense of chronology using timelines.
- Interpret information presented in graphs, charts and diagrams.
- Research information using the Internet safely.
- Use the digital camera to record and use photographic images.

### **Personal, Social and Health Education (PSHE)**

- Explain their views on social questions such as how society should respond to homelessness.
- Discover how to be active citizens in a democratic society by learning how laws are made and changed.
- Challenge stereotypes and to appreciate that racism is a harmful aspect of society.



- learn how society is made up of people from different cultures and develop tolerance and respect for others.

### **Spiritual, Moral, Social and Cultural Development**

- Discuss moral questions and views of 'right' and 'wrong' and how these might change over time.
- Understand that Britain's rich cultural heritage can be further enriched by the multi-cultural British society of today.

## **ASSESSMENT, RECORDING AND FEEDBACK**

Assessment is a crucial and integral part of the teaching and learning process. It enables us to measure what children know, can do, understand and apply so that we can move them forward to the next steps in their learning.:End of topic assessments will be made using Arbor Subject Tracker, progression of skills document and double page spreads. End of year assessments will be made with reference to achievements over the year and whether the pupil is 'greater depth', 'expected' or 'working towards' age-related expectations.

Assessment for learning is a powerful means of helping teachers to tailor their teaching to get the best progress for each child. Teachers involve each child in their learning to motivate and help them to take next steps, including:

### **Assessment for Learning – Formative Assessments**

The learning objectives and success criteria are made explicit in planning and shared with pupils using appropriate, child-friendly language. Key questions and cross curricular opportunities will be identified.

### **Assessment of Learning – Summative Assessments**

Summative assessments indicate what a child can do and will generally take place at the end of a unit of work or the end of the year. Assessments will be recorded on the Arbor Subject Tracker for the year group, generally indicating whether a child is 'greater depth', 'expected' or 'working towards' age-related expectations.

### **Self Assessment and Peer Assessment**

Peer and self assessment are ways of engaging children in understanding their progress in learning and identifying next steps in their learning that can be used in addition, and to support, to oral and written feedback from teachers and support staff. The aim is to involve children in the analysis and constructive criticism of their own and others' work.

Learners use the success criteria to make judgements on their own, and peers learning and identify areas for development (What went well, even better if....).

### **Effective Questioning**

Good questions stimulate thinking, and often generate more questions to clarify understanding and encourage learners to make links between facts and ideas. Good questions generate informative responses often revealing not only misconceptions and misunderstanding but understanding and experience beyond that expected. Types of questions that promote learning:

### **Applying**



- Given what you have just learned, how else might the people from the Stone Age have created homes for themselves?
- Use your understanding of life in Tudor times to explain the differences in the lives of the rich and poor.

### **Analysing**

- Why did this event prove to be the turning point in this period in history?
- What would we need to know about life in Ancient Egypt to understand why the pharaoh was so powerful?
- What elements in this piece of music create the sense of celebration?

### **Evaluating**

- How accurate were the news reports from WWII?

### **Creating**

- Create a one-minute video to explain Martin Luther King's contribution to Equal Rights in America.
- Re-present the information in the text as a diagram.
- Compose a piece of music of your own to convey a sense of regality and pomp.

## **Marking and Feedback (See the Marking and Feedback Policy)**

Teachers will provide relevant and timely feedback to pupils, both orally and in writing. Marking should value pupils' learning, help to diagnose areas for development or next steps, and evaluate how well the learning task has been understood. Marking will create a dialogue with the learner, through which feedback can be exchanged and questions asked; the learner is actively involved in the process. We will:

- Provide consistency and continuity in marking throughout the school so that children have a clear understanding of teacher expectations.
- Use the marking system as a tool for formative ongoing assessment.
- Improve standards by encouraging children to give of their best and improve their work.
- Develop children's self-esteem through praise and valuing their achievements.
- Be written in handwriting that is legible and a model for the child.
- Relate marking to the learning objective/success criteria of the work set i.e. marked mainly for history content not merely spelling and punctuation.

## **MONITORING**

Monitoring of the standards of children's work and of the quality of teaching in history is the responsibility of a curriculum team with the support of the senior leadership team. The work of the history subject leader also involves supporting colleagues in the teaching of history, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.

## **EQUAL OPPORTUNITIES**

At Hartsbourne school we will:

- Recognise the cultural diversity within the school and value the children's historical and cultural experiences as a teaching aid.



- Invite parents to support us in encouraging the children to develop an informed and balanced opinion of the world.
- Celebrate similarities and differences and promote mutual respect for views and opinions.

## RESOURCES

A variety of resources will be made available to children including:

- Topic, fiction and non-fiction books
- ICT resources, photographs, drawings, art prints, diagrams
- Artefacts and objects
- School trips and visits to places of historical relevance
- Visitors, drama groups and 'living history'