

## **Clewer Green CE First School**

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Headteacher: Mr M Tinsley



### **'Inspiring Children'**

Vision: Every child has been blessed by God with unique potential. Our vision for Clewer Green is to inspire and nurture children in a safe, happy and caring Christian community, where everyone is valued and enjoys learning.

***'I can do all things through him who strengthens me'***

***Philippians 4:13***

## **HISTORY POLICY**

### **Aims**

Our aim, in line with our distinctively Christian values is for every child to have the support that they need and, by example and direct teaching, promote a Christian ethos within the school, whilst recognising that not all of its members will be practising Christians.

The aim of the History programme is to enable all children to enjoy and have positive attitudes towards the subject, achieve a high standard of historical knowledge and 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.

### **History Policy Introduction**

We recognise that a high-quality history education should inspire in pupils a curiosity to know more about the past. Teaching should equip pupils with a coherent knowledge and understanding of Britain's past and that of the wider world. History will be taught with a thematic approach as part of a term long topic.

### **School Staff**

To promote confidence and competence with historical knowledge, skills and understanding;

Encourage pupils by believing that every child, with hard work, can be good at History;

To equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement in a range of contexts, including other subjects such as English, Science and Geography;

To develop pupils' understanding of the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups;

To develop pupils' understanding of their own identity and the challenges of their time.

### **Children**

To develop an enjoyment of learning through practical activity, investigation, exploration; mental exertion and discussion;

To 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;

To 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;

To gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry';

To 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;  
To 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;

To 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.

### **Parents and Carers**

To be understanding and supportive of our aims in learning and teaching History;

To attend and contribute to Parent Consultation Meetings;

To praise their children for the good things that they do in History;

To communicate and work with School whenever further support is needed to develop their children's historical skills and understanding;

To make History part of children's everyday lives.

### **Governors**

To be understanding and supportive of our aims in the learning and teaching of History and to review this policy every three years.

### **Subject Leader**

The role of the Subject Leader is to provide professional leadership and management in History in order to secure high quality teaching, effective use of resources and high standards of learning and achievement for all pupils.

They will achieve this by affecting the following key areas; strategic direction and development; learning and teaching (including planning and marking and presentation); leading and managing staff; and efficient and effective deployment of staff and resources.

The Subject Leader will train and coach staff on History within the school and keep up to date with developments.

The Subject Leader has regular discussions with the Head Teacher and other senior leaders about learning and teaching in History and provides a subject overview of the strengths and weaknesses of History within Clewer Green School on a yearly basis.

During the academic year the Subject Leader has specific allocated time for subject self-evaluation activities.

## **Implementation of the History Policy**

### **Foundation Stage organisation**

Our Foundation Stage teachers use the Early Years Foundation Stage Curriculum to support their teaching of History in the Foundation Stage.

The children have the opportunity to explore, enjoy and learn about History through their personal experiences and topics which address their understanding of the world.

The children are encouraged to sequence events and objects, in order to develop a sense of chronology; to ask questions about the past; to use nursery rhymes and fairy tales to sequence events in a story using pictures and words; use simple, time related vocabulary, e.g.- yesterday, today, before, after, old, new; to share past and present events in their own lives and those of people they know; to use a range of resources to find out about the past and to identify similarities and differences between now and the past.

History is planned on a termly basis and assessed using the criteria from the Early Learning Goals.

### **Key Stage 1 and 2 organisation**

Children in KS1 and KS2 are taught History within a termly topic in mixed ability class groups.

### **Planning**

Long, medium and short term plans are produced by each teacher and agreed with the Headteacher. Teachers liaise closely to ensure that the planning meets the requirements laid down in the current guidelines.

### **Cross curricular**

Opportunities are used to draw historical experiences out of a range of activities in other subjects, such as in English, Science and Geography, to enable children to apply and use History in both real life and academic contexts and make links.

### **Homework**

Teachers may choose to set tasks relating to their topic to develop and enhance the children's enthusiasm and interest for the theme.

Reviewed: November 2021

Next Review: November 2022

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Sarah Langley, Chair of Governors, Clewer Green CE First School