



Guyhirn Church of England

Primary School & Pre-school

Member of the Diocese of Ely Multi Academy Trust

This policy was ratified in:	February 2016
Reviewed:	March 2019, 2021, 2023, Jan 2025
To be reviewed:	Jan 2027

History Policy

Our Vision

Agape - To live, to learn, to love together

Through our Christian values we aim to inspire all of our school community to show equality and tolerance to all in a safe, challenging environment.

Developing resilient, aspirational and compassionate individuals who are enthused by all faiths and lifestyles showing faith and belief in one another.

"Live in agreement with one another. Do not be proud but ready to mix with everyone. Do not think yourself better than others." - Romans 12:16

"An intelligent heart acquires knowledge, and the ear of the wise seeks it out." - Proverbs 18:15

"Love the Lord your God, and love your neighbour as yourselves." - Matthew 22:37

Our Values

We are a small, family centered Church of England Primary School that is committed to promoting our Christian values of Thankfulness, Compassion, Creativity, Peace, Hope, Endurance, Forgiveness, Tolerance, Kindness, Respect, Trust and Friendship each linked with the core value of Love.

We are determined to create an inclusive culture of learning where everyone will be challenged in their thinking, to succeed to the best of their abilities and strive to become lifelong learners.

We will empower our children to become respected citizens to enable them to make valuable contributions locally, globally and to contribute to our world's sustainable future.

Introduction

This document is a statement of the aims, principles and strategies for the teaching and learning at Guyhirn CoE Primary School & Pre-School. It was developed in consideration of the demands of the Curriculum.

What is History?

"History can mean two things - the past and the study of the past. Learning about the past and the methods used to study it helps pupils make sense of the world in which they live." History is important because it helps pupils develop a sense of identity through learning about family history, the development of Britain and the world. It helps pupils understand the present in the light of the past. It enriches other areas of the curriculum such as Maths (chronological order) ICT (enquiry) English (organisation and communication), PHSE (empathy with other people's lives). History helps children to begin to understand the complexities of people's lives, the process of change and their own identity.

Aims

The aim of History teaching at Guyhirn CoE Primary School is to stimulate the children's interest and understanding about the life of people. We help pupils gain knowledge and understanding of Britain's past and that of the wider world. We teach children a sense of chronology, and through this they develop a sense of identity and a cultural understanding based on their historical heritage. They learn to value their own and other people's cultures in modern multicultural Britain. By considering how people lived in the past, they are better able to make their own life choices today. In our school, History makes a significant contribution to citizenship education by teaching about how Britain developed as a democratic society. We teach children to understand how events in the past have influenced our lives today; we also teach them to investigate these past events and by doing so, to develop the skills of enquiry, analysis, interpretation and problem solving.

Teaching and Learning

History teaching focuses on enabling children to think as historians. We place an emphasis on examining historical artefacts and primary sources. We recognise and value the importance of cross curricular learning, drama and storytelling in history teaching, and we regard this as an important way of stimulating interest in the past. We focus on helping children understand that historical events can be interpreted in different ways, and that they should always ask searching questions, such as 'how do we know?' about information they are given. We recognise that in all classes children have a wide range of ability in history and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:

- Knowledge/instructions given by the teacher
- Having open ended questions and answers
- Allowing creative activities e.g. model making individual and group enquiry use of books, artefacts and online resources
- Writing opportunities
- Drama activities

- Providing resources of different complexity, depending on the ability of the child;
- Using classroom assistants to support children individually or in groups.

Planning

The PKC history curriculum has been designed to be both knowledge-rich and coherently sequenced. Knowledge, in the realm of history, means not only substantive knowledge of historical events, dates and people in the past, but also knowledge of substantive concepts in history (such as 'empire', 'monarchy' and 'civil war'), and disciplinary historical concepts (such as evidence, causation, significance and interpretation).

The PKC history curriculum allows children to develop a chronologically secure knowledge and understanding of local, British and world history. The substantive knowledge taught in the curriculum has been carefully chosen and sequenced using a largely chronological approach. Each unit of work should not be viewed as a stand-alone topic, but as a chapter in the story of the history of Britain and the wider world. In this sense, the chronological approach provides a solid framework, anchoring each unit within a wider narrative. Understanding in history requires an understanding of causation. Children will be able to understand the causes of significant national and global events, (such as World War I), when they have some background knowledge of what happened before (such as the origins and growth of European empires, including the British Empire).

The Foundation Stage

We teach history in EYFS as an integral part of the topic work covered during the year. We relate the history side of the children's work to the objectives set out in the Early Learning Goals (ELGs), which underpin the curriculum planning for children aged three to five. History makes a significant contribution to developing a child's knowledge and understanding of the world, through activities such as dressing up in historical costumes, looking at pictures of famous people in history, or discovering the meaning of vocabulary ('new' and 'old', for example) in relation to their own lives.

Cross Curricular Links

Whenever possible and appropriate, cross curricular links should be identified in the teaching of history;

English: History contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that we use in English are historical in nature. Children develop oracy through discussing historical questions or presenting their findings to the rest of the class. Children's speaking and listening skills are enhanced through the use of drama and role play within history lessons. They develop their writing ability by composing reports, diary entries and letters. Pupils' writing is supported by the use of writing frames, vocabulary that is discussed at the start of lessons and word banks.

Mathematics: The teaching of history contributes to children's mathematical understanding in a variety of ways. Children learn to use numbers when developing a sense of chronology through activities such as creating time-lines and through sequencing events in their own

lives. Children learn to interpret information presented in graphical or diagrammatic form. Venn diagrams are also used to compare and contrast aspects of History.

Personal, Social and Health Education (PSHE) and Citizenship: History contributes significantly to the teaching of personal, social and health education and citizenship. Children develop self-confidence by having opportunities to explain their views on a number of social questions. They discover how to be active citizens in a democratic society by learning how laws are made and changed, and they learn how to recognise 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 they start to develop tolerance and respect for others.

Spiritual, Moral, Social and Cultural Development: In our teaching of history we contribute where possible to the children's spiritual development, e.g. 'What are we remembering on Remembrance Day?' The history programme of study enables children to understand that Britain's rich cultural heritage can be further enriched by the multi-cultural British society of today.

Computing: Computing enhances our teaching of history, wherever appropriate, in all key stages. The children use computing skills in a variety of ways, such as word processing and finding information on the Internet. They can make creative use of the digital camera to record photographic images. They can further use email to gather information from sources in other countries.

Inclusion, Equal opportunities & SEND

All children will be given access to history irrespective of race, gender, level of ability or nationality. Mutual respect and tolerance for all cultures will be promoted through the study of history. This corresponds with the school's curriculum policy of providing a broad and balanced education to all children. Through our history teaching we provide learning opportunities that enable all pupils to make good progress. We strive hard 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. We take all reasonable steps to achieve this. We enable all pupils to have access to the full range of activities involved in learning history. Where children are to participate in activities outside the classroom we carry out a risk assessment prior to the activity to ensure that the activity is safe and appropriate for all pupils.

Assessment

Children demonstrate their ability in history in a variety of different ways. Younger children might, for example, act out a famous historical event, whilst older pupils may produce a PowerPoint presentation based on their investigation, e.g. of voyages of discovery. At the start of every unit, the children will participate in a pre-assessment task to demonstrate what knowledge they already have. Within lessons, teachers will assess children's work by making informal judgements. Written or verbal feedback is given to the child to help guide his or her progress following the marking and feedback policy with live, in the moment marking. This gives instant feedback to children as they work. Teachers then update an end of unit assessment sheet stating who did or did not meet the learning intention for the lesson alongside what steps will be taken to ensure that those who have not met the

intention will. At the end of a whole unit, the children complete an end of unit assessment based on their learning throughout the unit.

There is no statutory teacher assessment in KS1 and KS2 for history, however, each unit has identified the skills outlined in the curriculum for each year group and applied these to the topics across the year. Teachers will highlight these skills within their end of unit assessment sheet.

Resources

History resources are kept in the history cupboard. Resources also include software for some topics. The library also contains some of topic books to support children's individual research.

Subject Coordinators role

The subject coordinators will:

- Take the lead in policy development
- Take the lead in implementing the curriculum topics to ensure progression and continuity across the school
- Support colleagues in the development of detailed plans and the implementation of the units of work
- Support colleagues in assessment and record keeping activities
- Monitor progress in geography and advise the Head Teacher on action needed
- Take responsibility for the purchase and organisation of central resources
- Keep up to date with developments in geography education and disseminate information to colleagues as appropriate
- Promote positive historical information

Monitoring & Review

Monitoring of the standards of children's work and of the quality of teaching in history is the responsibility of the history subject leader. The work of the subject leader also involves supporting colleagues in their teaching, being informed about current developments in the subject and providing a strategic lead and direction for the subject in the school. They are also responsible for ensuring CPD is current and shared with all staff. The subject leader will review samples of children's work, visiting classes and observing displays.