



'Loving God in all we do'

HISTORY POLICY - 2024

Overview

This document summarises a high-quality history education at St Anne's, which will help pupils gain a coherent knowledge and understanding of Britain's past within the context of the wider world. It will inspire pupils' curiosity to know more about the past and investigate the questions raised through those studies. Good teaching will equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.

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 'invasion'.
- 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.
- 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.

Strategies

The children's understanding and knowledge of historical facts will be broadened through the teaching of the following key elements:

- chronology
- interpretation of history
- historical enquiry
- organisation and communication
- range and depth

Guidelines of expectations throughout the school

Whole School:

Class Teachers follow the 'Teams' planning documents for each History topic to ensure key skills are taught and built upon each year. For Years 1 to 6 the children's 'Wider Curriculum' books are used to document History learning that take place throughout the year to show the progression. Each piece of work will be labelled with the lessons Learning Objective and marked according to that learning.

EYFS

In Foundation Stage at our school History is an integral part of the topic work covered during the year. We relate the History element of the children's work to the objectives set out in the Early Year's Foundation Stage curriculum (EYFS). History makes a significant contribution to the EYFS objectives in the area of Understanding the World through activities such as dressing up, looking at pictures and the meaning of new and old in relation to their own lives. This is a major area of learning and enquiry focusing on children's developing knowledge and understanding of their environment, other people and features of the natural and made world.

KS1

Key Stage 1 focuses on developing pupil's awareness of the past, using common words and phrases relating to the passing of time. Pupils should know where the people and events they study fit within a chronological framework and will make comparisons between ways of life in different time periods, using a wide vocabulary of historical terms. Pupils should ask and answer questions, choosing and using parts of stories and other sources. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. In planning to ensure that pupils make progress teachers are often introducing pupils to historical periods that they will study more fully at Key Stage 2.

KS2

Key Stage 2 continue to allow pupils to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate vocabulary, by addressing and devising historically valid questions about change, cause, effect and making comparisons. Pupils should understand that knowledge of the past is constructed from a range of sources and use these to create responses that involve well-organised, informed and thoughtful information. In planning to ensure the progression, teachers should combine overview

and in depth studies that develop pupils understanding of both the long arc of development and the complexity of specific aspects of the content.

Outcomes

Assessment of history at both KS1 and KS2 will be based on teachers' judgments and all recording should be simple and straightforward. Progress will be measured against performance indicators given on the school tracking assessment system (itrack) which will allow for monitoring of progress within and across year groups by both the coordinator and the school leadership team.

The policy will be reviewed on a regular basis. The School Leadership Team are responsible for the implementation of this policy and will monitor learning and teaching in History as part of their monitoring of standards across school.