



St. Nicholas C of E Primary School

History Policy

Our vision

We prepare every pupil for their best future by ensuring they reach their full potential and attain the knowledge, skills and understanding required for success as we believe that 'With God, all things are possible'. Matthew 19:26



Date reviewed:	October 2023
Reviewed by:	S. Coe
Approved by Headteacher:	October 2023
Date of next review:	Autumn 2026

Intent

At St Nicholas, we believe a high-quality History education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils 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.

Implement

Through a robust curriculum, children will be taught the skills and knowledge required to excel in History. Skills, including ordering, comparing, questioning, analysing, justifying and discussing, progress through the school as the children develop and deepen their understanding. Topics and their related sources vary in format and depth to continually develop the children's historical skillset. Teachers will have the necessary knowledge and resources in order to deliver high quality history lessons.

Impact

By the end of children's St Nicholas journey, they will have acquired the knowledge, skills and a passion in history to prepare them for life in the wider world.

This policy should be read with reference to the St Nicholas Curriculum Yearly overviews, key knowledge documents and the whole school chunking documents for each History unit, that teachers follow when planning and resourcing lessons. The document is intended for all teachers, governors, parents and inspection teams. It is stored in digital format on the server and is accessible to all staff and Governors. It is also available to parents, inspection teams, other schools and the LA on request.

Responsibility for this policy is held by the governors, together with the Headteacher and History Subject Leader. It was drawn up by the History Subject Leader in consultation with the Headteacher.

2. Our Aims

Our main aim in teaching history is to encourage all children to become historians and:

- To develop an interest in and curiosity about the past
- To appreciate human achievement and aspirations
- To develop an awareness of the values of different societies from the past
- To contribute to the understanding of other cultures and countries
- To learn about the major issues of the past and how they have affected the present
- To develop the concept of change over time
- To encourage enquiry and varied methods of communication
- To explore artefacts and other historical resources such as pictures
- To appreciate different points of view, values and attitudes

- To use chronological terms with understanding, recognising similarities and differences.

3. The Importance of History within the Curriculum

Historical study gives children the opportunity to use and extend their reading and research skills. They can develop investigative and deductive powers through the study of artefacts and other resources. Through discussion they can improve speaking and listening skills and begin to use critical analysis. Their interpretation of opinion and fact can help to extend reasoning skills beyond the literal.

History gives the opportunity for a range of different teaching and learning styles. Group work will encourage co-operation and adaptive work will help individual children use and develop skills at their own level. It lends itself to drama and role-play as well as enrichment through visits and guest speakers.

In History, pupils find evidence, weigh it up and reach their own conclusions. To do this they need to be able to research, sift through evidence, and argue for their point of view.

The purpose of studying history is to develop an awareness and understanding of chronology, change over the passage of time and the past influences which impact upon all aspects of our lives. Study through a variety of approaches and methods should help pupils to make sense of the world in which they live.

The 2014 curriculum specifies four key areas of study in History:

- Chronology
- Communication
- Events, people and changes
- Enquiry, interpretation and using sources

Planning for History in St Nicholas takes account of each of these areas.

The National Curriculum remains the basis of History planning and our progression model. We have a 'Connect to Curriculum' which builds an immersive and connected curriculum, leading to improved outcomes of our children. We have developed a bespoke long-term plan which is a framework to support teachers to structure learning that meets the National Curriculum.

Our curriculum meets the needs of St. Nicholas pupils, making use of the school's immediate and extended locality. We ensure that essential skills are taught through the monitoring of the subject as well as the long-term plan. A range of History resources are available to aid planning and preparation of work.

At Key Stage One

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences

between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

All Key Stage One pupils should experience lessons in:

- Changes within living memory – where appropriate, these should be used to reveal aspects of change in national life
- Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- The lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods
- Significant historical events, people and places in their own locality.

At Key Stage Two

Pupils should continue 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 use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

All Key Stage Two pupils should experience lessons in:

- Changes in Britain from the Stone Age to the Iron Age
- The Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- A local history study
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and an in-depth study of Ancient Egypt
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- A non-European society that provides contrasts with British history

4. Schemes of Work

The personalised St Nicholas Whole School Curriculum forms the basis of the school's History curriculum. Alongside this, the History Subject Leader has created a Key Knowledge document and chunked the key learning for each unit to support teachers when planning.

5. Class Organisation and Teaching

The class teacher will plan using the St Nicholas Whole School Curriculum document and chunking documents for a range of approaches and delivery methods so that all pupils can participate fully in the History curriculum. These documents also include key vocabulary to be explored, opportunities for visits/visitors to enhance children's learning, opportunities for assessments, whether a artefacts box loan from Lancashire CC is available or not and whether there are any opportunities to link learning to History topics taught in previous year groups.

Class teachers will ensure that barriers to learning and participation are reduced as far as possible by using:

- Film, video, TV programmes, etc.
- Drama and role play e.g. WW2 day
- Hot-seating, story-telling
- Discussion
- Interviewing
- Educational visits
- Visiting speakers
- Use of artefacts (Lancashire Museum Loans)

6. Resources

The History Subject Leader and Headteacher are responsible for the purchase of resources in consultation with the staff. Museum loans are ordered yearly to arrive termly to support each unit and subscriptions to online resources, such as the History association, are updated yearly. Shared resources, including artefacts and books, are located in the school resources room.

7. Assessment

Assessment at Foundation Stage:

Assessment is ongoing and uses questioning, video and photographic evidence of achievement which is linked to the early learning goals with a summative assessment at the end of the year.

Assessment at Key Stage 1 and 2:

Assessment of Learning – Summative Assessments

At the end of a unit of work, the children are to complete a retrieval grid to demonstrate their understanding of the unit. When History has been the lead subject

for the term (C2C), children are to produce a double-page spread of their understanding. Children's work is assessed at the end of the year as being 'beginning, at or exceeding' to summarise their achievements within the subject in their current academic year. Staff will assess through formal assessments, discussion, practical tasks, as well as any other written work produced by the children. Photographic evidence is also collected.

At the end of the year, pupils will be assessed and this will be recorded on OTrack. The results of end-of-year assessments will be passed to relevant members of staff, such as the pupil's future teacher, in order to demonstrate where learners are at a given point in time.

Assessment for Learning – Formative Assessments

The learning outcomes and key questions are made explicit in all planning and formative assessment should take place in each lesson in the form of teacher, self and peer assessment. Every History lesson should begin with a recap element, where all the previous lessons in the unit or any learning from previous year groups are covered.

8. Time Allocation

Each year group will be allocated 3 History Units to cover over the year, one per term. History should be taught fortnightly with each unit composing of 6/7 lessons.

We ensure that essential skills are taught through the monitoring of the subject (learning conversations), as well as the long-term plan.