



History Policy

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"Let us run the race before us and never give up"

Hebrews 12.1

History is the exploration of real people who lived, and real events which happened in the past. History is concerned with sequence, time and chronology and is the study of evidence about the past; it gives us a sense of identity, set within our social, political, cultural and economic relationships.

History fires the children's curiosity about the past in Britain and the wider world and plays an essential part in preparing us for living and working in the contemporary world. Pupils consider how the past influences the present, what past societies were like, how these societies organised their politics, and what beliefs and cultures influenced people's actions. As they do this, children develop a chronological framework for their knowledge of significant events and people. They see the diversity of human experience, and understand more about themselves as individuals and members of society.

What they learn can influence their decisions about personal choices, attitudes and values. In history, children find evidence, weigh it up and reach their own conclusions. To do this they need to be able to research, examine through evidence, and argue for their point of view - skills that are prized in adult life.

Aims:

The national curriculum for History aims to ensure that all pupils:

- instill in the children a curiosity and understanding of events, places and people in a variety of times and environments.
- develop an interest in the past and an appreciation of human achievements and aspirations.
- understand the values of our society.
- learn about the major issues and events in the history of our own country and of the world and how these events may have influenced one another.
- develop a knowledge of chronology within which the children can organise their understanding of the past.
- understand how the past was different from the present and that people of other times and places may have had different values and attitudes from ours.
- understand the nature of evidence by emphasising the process of enquiry and by developing the range of skills required to interpret primary and secondary source materials.
- distinguish between historical facts and the interpretation of those facts
- understand that events have a multiplicity of causes and that historical explanation is provisional, debatable and sometimes controversial

History and the National Curriculum

At Matlock Bath Holy Trinity C of E Primary School we base our teaching on the National Curriculum Programmes of Study and this is particularly helpful with ensuring that there is continuity and progression.

The National Curriculum document for History sets out a clear, full and statutory requirement for all children. It determines the content of what will be taught, and sets attainment targets for learning. The programmes of study set out what should be taught at Key Stage 1 and 2 and The Foundation Stage programmes of study for Understanding of the World are set out in the EYFS.

Through this, the children undertake a broad and balanced programme that takes account of abilities, aptitudes and physical, emotional and intellectual development. Through history the children learn a range of skills, concepts, attitudes and methods of working.

Organisation

Foundation Stage

The EYFS in Nursery and Reception sets out the learning objectives for the seven areas of learning:

Physical Development

Understanding of the
World

Expressive Arts and Design

Communication and
Language.

Personal, Social and Emotional
Development

Mathematics

Literacy

History in the EYFS falls mainly within the area of Understanding the World

and will involve -

in Nursery (3&4 year olds) - 'beginning to make sense of their own life story and family's history'

in Reception (from the September after their 4th birthday)

- commenting on familiar situations in the past,
- comparing and contrasting characters from stories, including figures from the past.

Our aim is that by the time children leave Reception that they will have achieved the ELG for Understanding the World and be able to

- Talk about the lives of people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

The EYFS aims to give the children knowledge and skills so they can begin the National Curriculum.

History is taught in Reception as an integral part of the topic work through child-initiated and adult led activities. The children are given the opportunity to find out about past and present events in their own lives, and those of their families and other people they know. In the Foundation Stage history makes a significant contribution to developing a child's understanding of the world through activities such as looking at pictures of famous people in history or discovering the meaning of new and old in relation to their own lives.

Key Stage 1

At Matlock Bath Holy Trinity C of E Primary School History is taught as a discrete lesson and as part of cross-curricular themes when appropriate.

During Key Stage 1, pupils learn about people's lives and lifestyles. They find out about significant men, women, children and events from the recent and more distant past in Britain and the wider world. They listen, and respond to stories and use sources of information to help them ask and answer questions. They learn how the past is different from the present.

The History programme of study for Key Stage 1

Pupils should be taught about:

- 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality.

Key Stage 2

During Key Stage 2, pupils learn about significant people, events and places from both recent and more distant past. They learn about change and continuity in their own area, in Britain and in other parts of the world. They look at history in a variety of ways, for

example from political, economic, technological and scientific, social, religious, cultural or aesthetic perspectives. They use different sources of information to help them investigate the past both in depth and in overview, using dates and historical vocabulary to describe events, people and developments. They also learn that the past can be represented and interpreted in different ways.

The History programme of study for Key Stage 2

Pupils should be taught about:

- 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 a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- 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 - one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

Teaching and Learning

The school uses a variety of teaching and learning styles in history lessons. Our principal aim is to develop the children's knowledge, skills and understanding in history and we use a variety of teaching and learning styles in our history lessons. We believe in whole-class teaching methods and combine these with enquiry-based research activities. We believe children learn best when:

- They have access to, and are able to handle artefacts
- They go on visits to museums and places of interest
- They have access to secondary sources such as books and photographs
- Visitors talk about personal experiences of the past
- They listen to and interact with stories from the past
- They undertake fieldwork by interviewing family and older friends about changes in their own and other people's lives
- They use drama and dance to act out historical events

- They are shown, or use independently, resources from the internet and videos
- They are able to use non-fiction books for research
- They are provided with opportunities to work independently or collaboratively, to ask as well as answer historical questions.

Supporting all children, including those with SEN

We recognise the fact that we have children of differing ability in all our classes, and so we provide a range of challenges allowing children to develop fluency skills before they move on to using more complex skills.

It is our aim to always set suitable learning challenges, respond to pupils' diverse learning needs and overcome potential barriers to learning and assessment for particular individuals and groups of pupils.

As a result we may choose objectives for pupils with SEN and/or disabilities that are different from those of the rest of the group and/or modify the curriculum to remove barriers so all pupils meet the same objectives.

This will be undertaken whilst working closely with the SEND co-ordinator and other support staff.

Assessment

Assessment in History is based upon knowledge and understanding, rather than achievement in English or Mathematics. In the Foundation Stage we assess children's knowledge and understanding according to the EYFS

Learning and Development Stages. In KS1 and KS2 we use a range of assessment materials to ensure that children are making appropriate progress, including

assessment tasks. Pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

All staff strive to ensure that our children reach their full potential in History and that they understand and enjoy their experiences. Our SENDCo ensures that these children follow the National Curriculum Programmes of Study through work schemes that promote the child's development and self-esteem will monitor children with special educational needs.

Multi-Cultural links will be developed wherever possible in the teaching of this National Curriculum subject. We explore history around the world, based on different topics and themes.

At Matlock Bath Holy Trinity CofE Primary School assessment is an integral part of the teaching process. Assessment is used to inform planning and to facilitate learning. The assessment of children's work is on-going to ensure that understanding is being achieved and that progress is being made. Feedback is given to the children as soon as possible, and marking work will be guided by the school's Feedback and Marking Policy.

Assessment should:

| | |
|-----------------------------------|---------------------------------|
| Be formative and summative | Form the basis for reporting to |
| Be used to inform the teacher for | parents |
| future planning | Be based on observation, |
| Promote continuity and | participation and written |
| progression | outcomes |

Recording

Children's recording will take many forms according to the nature of the activity:

| | |
|--------------|--------------|
| Verbal | Written |
| Pictorial | Symbolic |
| Diagrammatic | I.C.T. |
| Graphical | Photographic |

Classroom Organisation

| | |
|----------------------|------------------|
| Ability groups | Ability partners |
| Mixed ability groups | Individuals |

Mixed ability partners

Whole class
groups

Children will be grouped as appropriate for the task in order to encourage flexibility.

History provides wider experiences and the children will be given the opportunity to go on a variety of educational visits to support and deepen their understanding further.

At Matlock Bath Holy Trinity C of E Primary School history is taught through a topic approach. Our long-term and medium-term plans map out the skills and themes covered each term for each key stage. These plans define what we will teach and ensure an appropriate balance and distribution of work across each term.

The Role of the History Co-ordinator:

- To review changes to the National Curriculum requirements and advise on their implementation.
- Attend relevant CPD courses for History as appropriate in line with the School Development plan.
- Arrange staff meetings to discuss the Historical aspects of the themes contained in the school's current scheme of work and how these might be presented in the classroom.
- Carry out an annual audit of the school's History resources, and operate an efficient storage system for these resources to ensure that our children can learn effectively in and through History.
- Liaise with the school's SENDCo regarding the progress of individual and groups of children.
- Collate 'End of topic Assessments' and 'End of Key stage Assessments' and set new priorities for development of History in subsequent years.
- Monitor the learning and teaching in History and provide support for staff when necessary.
- Take a lead role in organising History Events in school in line with LA and national initiatives.
- Endeavour to involve parents/ carers in their children's learning in and through History.

This policy will be reviewed again in September 2026