



History Policy

September 2024

Document control and record of amendments

Version	Reason for amendment	Sections amended	Amended by/date	Reviewed by/date	Approved by /date
1.0	New format	All	Maggie Schenk & Phill Riddle January 2012	EJS Staff 7.3.12 Curriculum Committee 1.5.12	Governing Body 15 th May 2012
2.0	New Curriculum Revision		Alison Petticrew & Amber Clague March 2015	EJS Staff 13.4.15	13.4.15
3.0	To bring in line with new Primary School setting		Humanities Curriculum Team May 2016	Curriculum Committee 21.06.17	Governing Body 17 th July 2017
4.0	New format	All	Amber Bourne-Clague September 2021	December 2021	January 2022
4.1	SMSC, intent, implementation and minor edits		Kate Bradford May 2024	EPS Staff May 2024	SLT May 2024

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1. Curriculum Intent

This subject policy is designed to support the overall curriculum intent of Elmbridge Primary School. This is summarised as:

- Our pupils will be confident to embrace the next stage of their learning
- Pupils will have enquiring minds, be independent and resilient
- Pupils will value the importance of reading and be able to communicate ideas effectively
- Staff and pupils will know how to look after their physical and mental health
- Staff and pupils will show respect, tolerance and compassion for each other
- The Elmbridge curriculum will evolve to reflect the knowledge and skills needed for life in the 21st Century

History Curriculum Intent

Never forget.

History at Elmbridge is about showing children how the past has shaped the world they live in - we can only understand the present in understanding what has come before. In history we encourage children to be inquisitive, reflective and analytical. We want them to learn from past events and to understand how individual choices and collective actions throughout history are still influencing the lives of people now.

2. Implementation

Pupils will learn about 4 key areas in History; they will revisit these areas during every year at Elmbridge Primary, with each unit of work building upon previous learning. The 4 key areas are:

- **Chronology:** Understanding events in order of occurrence, exploring causality and progression.
- **Historical enquiry and source work:** Developing the skills to explore and question artefacts, sources and recounts from an event/era. Using primary and secondary sources to explore and question events in the past.
- **Continuity and change:** Understanding how events cause changes across eras.
- **Legacy:** Helping children to understand how the events we study still influence the world we live in today.

The progression of objectives document outlines how the curriculum is progressive from Reception to Year 6.

Early Years

History is taught in reception as an integral part of the topic work covered during the year. We relate the historical aspects of the children's work to the objectives set out in the Early Years curriculum, which underpin the planning for children aged three to five. History makes a significant contribution to the ELG objectives of developing a child's understanding of the world through activities such as finding out about their local history, in both their surroundings and their families, as well as being introduced to the concept of history and the past through class texts.

Key Stage 1

During Key Stage 1, pupils begin to develop an awareness of the past in their lifetime, within their locality and start to identify events beyond living memory. Through the use of class texts, artefacts and pictures, children begin to ask and answer questions about the past, identifying similarities and differences between historical eras and their life.

Key Stage 2

During Key Stage 2, children explore a range of eras key to British history and ancient civilisations. Children will continue to develop their understanding of key dates and will be able to order eras chronologically. Through the use of primary and secondary sources, children are encouraged to explore the validity of the information and draw conclusions about events and significant individuals, identifying different views and developing an understanding of how the past can be interpreted in more than one way. They will acquire the knowledge and skills associated with history, including using suitable vocabulary and refining lines of enquiry when researching.

History lessons are timetabled for 45-50 minutes per week, which gives pupils enough time to deepen their learning. When needed, 2 lessons may be combined over a two-week period; this may happen when pupils are carrying out independent enquiry.

3. Methodology

Planning

Each Subject curriculum has been planned to ensure there is progression from early years to Year 6 and so that lessons follow a deliberate sequence; this will enable pupils to build on previous learning, revisit areas of the subject in order to deepen their learning and allow for subject knowledge and skills to be built on as the pupil makes the transition between year groups. Overall curriculum objective planning is used to create medium term plans in each year group. Lessons are taught from medium term plans, but with the flexibility to respond to pupils' needs, as well as the contributions they bring to the classroom.

Teaching (see teaching and learning policy)

History lessons are driven by a question, allowing children to explore and develop opinions. A range of stimuli and experiences may be employed, which are designed to engage the pupils and broaden their knowledge and skills. There will be explicit reference to previous learning when this is pertinent. Each unit of work will include an element of source work to immerse children in the past. These may include artefacts from Cheltenham museum and high quality fiction and non-fiction texts.

Recording

Pupils will have a variety of opportunities to demonstrate their learning. This may include:

- Dialogue between pupil and teacher/teaching assistant
- Models, photographs, video recordings
- Written work, drawings and diagrams

Supporting Reading at Elmbridge Primary School

At Elmbridge Primary School, Reading is everything. History will support reading by:

- Use of historical sources
- Use of school and other library books
- Internet research

Enrichment and Cultural Capital

- Day trips
- Visitors

4. Impact

Formative and Summative assessment

The school uses the principles of on-going formative assessment, which helps them understand what a pupil has learned and will help dictate the next steps. Teachers may use lesson tasks, quizzes and short tests to help determine pupil attainment. Pupil attainment against the curriculum strands will be recorded to help identify any gaps in learning.

Monitoring

Subject leaders are responsible for monitoring the standards in their subject. They should aim to formally monitor their subject 3 times per year and complete a monitoring report form, which is then shared with the SLT. The Monitoring should link to the subject action plan and may, in turn, lead to new action points being set. The curriculum governor should be invited to support the monitoring at least once per year (see T&L policy).

Moderation

Part of the role of the subject leader is to organise moderation across the different classes and year groups (this could be as part of a staff meeting or during PPA time). They may decide to keep a portfolio of exemplars in order to help staff understand the standards in each particular year group. The subject leader should also aim to make links with other schools, so standards can be judged against those in other settings.

5. Continuing Professional Development

The subject leader should aim to keep up to date with their own subject knowledge and skills, as part of their on-going appraisal. They should, in turn, ensure that teachers have the relevant knowledge and skills they need to deliver high quality history lessons. They may decide to:

- Audit staff knowledge in order to identify gaps
- Deliver training during staff meeting, Twilight or INSET
- Invite external experts to deliver training

6. Equal opportunities

All children have an entitlement to access the History curriculum and all children will have access to the resources within the school. All children will be given the opportunity to participate in all activities regardless of gender, race or ability. This will be supported by:

- Making learning accessible to all pupils
- Using TA/Teacher support and/or interventions for pupils who need to catch up
- Referring to MY PLANS or EHCP targets for SEND pupils
- Supporting families so all pupils are able to take part in trips and visits
- Supporting EAL pupils with resources available in school
- Monitoring the progress and attainment of disadvantaged pupils

7. Spiritual, Moral, Social and Cultural Development

As a school, we **work together** to enable our pupils to be:

Ready, Respectful, Safe

Elmbridge Primary School supports SMSC in all subject areas.

Spiritual development

History helps pupils understand how spiritual beliefs and practices can evolve over time. For example, providing context for the development of the Church of England.

It also enables a sense of enjoyment for pupils learning about themselves and the way the world around them has changed. This gives them chance to reflect on their own lives compared to the lives of people in the past.

Moral development

History demonstrates how moral views can be impacted by the beliefs and assumptions of particular time periods. It enables children to see how individuals can shape history and demonstrates the consequences of behaviour and actions.

History also allows children to see how the views of societies change over time and the ways in which prevailing moral codes can be challenged. For example, in looking at the ways crimes and punishments were viewed and enacted.

Social development

History encourages discussion and exchange of views on a variety of subjects. It leads children to consider issues of bias and perspective when looking at different historical sources.

Children are also given the opportunity to consider how British values have developed over time, often by considering situations in which ideas like rule of law are applied very differently.

Cultural development

History teaches children to consider the role of cultural events and pursuits in wider society, demonstrating how these have always played a part in people's lives.

It fosters a sense of understanding of the wide range of cultural influences that have shaped their own heritage and that of others.

8. Links to other Policies

- Teaching and Learning
- SEND
- Staff Development
- Assessment & Feedback
- SMSC Development
- Off-Site Visits
- Pupil Premium

9. Links to other subjects

Links to other subjects

Connections to other subject areas may be made when teaching history, if they help a pupil develop their knowledge and understanding. These may include:

- Historical eras referred to in stories and class texts.
- Links to History when exploring artists and the context of their art.
- Inventions and scientifically significant historical figures researched in science.
- Black History week.
- Cultural arts week.
- Geographical considerations when considering historical themes including invasion, settlements and transport.
- Maths skills to understand chronology and historical data.