



History Policy

Approved by:	Denise Maurice	Date: 02.12.24
This policy remains valid until an updated policy has been approved by the Curriculum & Ethos Committee.		
Next review due by:	Autumn Term 2027	

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1. Introduction

"How do you know who you are unless you know where you've come from? How can you tell what's going to happen in the future unless you know what's happened before? History isn't just about the past. It's about why we are who we are – and about what's next."

Tony Robinson.

History is not about factual accumulation: it is about the process of enquiry into how we find out about the past and how we are able to be sure what really did happen. This process of discovery is, of course, is one of the things about the teaching of History at St. Peter's that makes it fun and enjoyable for children to learn.

Why is this area of learning important?

Teaching children about the History of the past enables them to understand that there are some things about the past we can know for sure and others we can never know. History must be constructed from the pieces of the jigsaw that are left behind, without the picture on the lid to help us. It can help them develop a balanced point of view realising the need to check and not to believe the first source they read. This is an important life skill for children to acquire that is why History is such an important subject in the school curriculum.

2. Aims and Objectives

To help children understand the present in the context of the past.

- Equip pupils to understand how and why people behave as they do now.
- Help them to develop a sense of responsibility for the world in which later generations will live.
- Enable them to ask and answer significant questions.
- Empower them to think for themselves and to reach fair and rational conclusions about complex human situations.
- Inspire in them a lasting interest in, and enjoyment of, learning about the past.
- To arouse interest in the past and encourage questioning and speculation.
- To foster a sense of identity and an increased understanding of pupils' own position in their own community and the world.
- To foster an understanding of various cultural backgrounds.
- To contribute to children's knowledge of how societies and people have developed over time.
- To promote the skills of enquiry, analysis, argument, hypothesis, chronology, sequencing, awareness of points of view, observation, evaluation, research, comparison, deduction, roleplay and presentation.
- To enrich and support other areas of the curriculum through the teaching of History within a Creative Curriculum.
- To prepare pupils for adult life by helping them to understand the nature of the society in which we live.
- To promote a real-life experience of historical learning.

We will achieve these aims by the following objectives:

- Pupils will study everyday life and the culture of people in the past and make comparisons with their own lives and experiences.
- Pupils will compare a range of historical events to gain knowledge of change and the evolution of lifestyles.
- They will be given an understanding of chronology.
- Pupils will recognise that some things change, and others remain the same.
- They will be made aware that historical events often have more than one cause and consequence.
- Pupils will investigate how and why events happen and how they may be linked.
- Consider what it was like to live in different periods and what motivated the people who lived then – and that we cannot always think in the way they thought.
- Recognise that there are some things we can never know about the past and that history must be constructed from the bits of the past that have survived.
- Understand that people interpret the past differently and use different ways to present their ideas.
- Make thoughtful use of a variety of sources to find out about the past.
- Communicate their ideas in a variety of ways, with clarity and independence.

3. Curriculum organization

The curriculum at St Peters is designed to develop the depth and complexity of pupils' disciplinary understanding over time through meaningful enquiry based projects. The purpose of the curriculum is to introduce pupils to diverse interpretations, so that pupils understand fully the complex, social processes that cause certain stories to be told about the past and others not to be told.

Substantive and disciplinary learning are carefully integrated, strengthening each other rather than being taught in isolation. Teaching identifies and addresses potential misconceptions about historical enquiry.

Substantive knowledge.

This refers to specific facts to be learned. For example key facts about a historic event such as World War Two. The skills progression document indicates the substantive knowledge that pupils need to know and remember at each stage in their learning and their Year group. Substantive knowledge refers to knowing 'what' specific facts need to be remembered.

Disciplinary knowledge

Disciplinary knowledge is knowledge of how historians investigate the past, and how they construct historical claims, arguments and accounts. For ease, we use the term 'historical enquiry' to refer to the complex tools, methods and assumptions that historians draw on. It is important to note that 'historical enquiry' describes the way that historians approach the study of the past.

Definition of disciplinary knowledge can be found in appendix i

KS1/KS2

The school uses the National Curriculum and a topic based creative curriculum as the basis for its curriculum planning.

- The long-term History plan/overview demonstrates how teaching units are distributed across the year groups and how these fit together to ensure progression within the curriculum plan.

- The medium-term plans (MTPs) for history identify key learning objectives and skills, as well as expected outcomes for each unit of work. Cross-curricular links with other curriculum topics are made and identified. Short term or weekly plans are distilled from the MTPs.
- The topics studied in history link directly to the topic being studied by each year group each term. They are planned to develop skill progression, knowledge and understanding in each unit through planned progression written into the scheme of work; in this way, children are increasingly challenged as they move up through the school.

The Foundation Stage

History is taught in Reception classes as an integral part of the topic work covered during the year as required by Early Years Foundation Stage (EYFS) of the National Curriculum, the history aspects of children's work relates to the objectives set out in the Early Years Outcome which underpin curriculum planning for children aged 3-5. History makes a significant contribution to the following areas of Learning Development in EYFS:

- Understanding of the World and themselves.
- Communication and Language.
- Personal, Social and Emotional Development.

4. Teaching and Learning

History teaching is delivered through a topic-based approach. Planning is the responsibility of the class teacher together with support from the History Coordinator.

Teaching and Learning Style

History teaching should allow children to think as historians, using the skills set out above. Emphasis on historical enquiry and analysis is key, allowing children to discover, question, observe and experience history through a variety of learning and teaching styles and settings.

These include:

- Visiting sites of historical significance.
- Inviting visitors to share their first-hand experiences of past events.
- Storytelling and story-writing.
- Develop and enhance skills of inference and interpretation e.g using film.
- Researching artefacts and primary sources to develop and enhance understanding about the life of people in the past.
- Exploring reference texts and web-based resources, posters and maps to enhance understanding of historical context and chronology.
- Making cross curricular links with other subjects e.g Art to present primary source material in a visual and imaginative way; allowing children to express their understanding and learning through art-based activities.

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:

- Setting tasks which are open-ended and can have a variety of responses.
- Challenging children with tasks of increasing difficulty whatever their ability.
- Providing resources of different complexity, depending on the ability of the child.

Planning is used to:

- Ensure pupils build on what they already know making connections and developing their understanding
- Pupils feel relaxed and secure, so they are willing to take risks.
- Pupils feel confident about their ability to master new learning.
- Tasks that are set present achievable challenge.
- Pupils can discuss their ideas.
- They can reflect on their learning.
- They are well motivated, and the work seems relevant to them.
- They are encouraged to learn in different ways VAK etc
- Ensure progression, continuity and subject coverage throughout the school.
- Provide criteria for assessment and evaluation of teaching and learning

See appendix ii for the current topics taught during the autumn term.

History Provision

History is currently taught from Year 1 upwards in 6 week Units in Autumn 1 and 3 week Unit in Autumn 2. Teachers are encouraged to adopt a cross curricular approach, and is being woven into the rest of the curriculum subjects, following the New National Curriculum in 2014. In addition to classroom-based provision, Year groups can have the opportunity to explore their topic through off-site visits. For example – A visit to Hampton Court during their Topic on the Tudors

5. Roles and Responsibilities

5.1 The governing board

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

(Please see Curriculum Policy for detailed list of governor responsibilities.)

5.2 Headteacher

The headteacher is responsible for ensuring that this policy is adhered to by all staff. *(Please see Curriculum Policy for detailed list of Headteacher responsibilities.)*

5.3 Subject Leader

The History Subject Leader is responsible for:

- the development and monitoring of the History Curriculum
- providing teachers with support and advice
- updating the School's Policy, skills progressopm and curriculum map, and Subject Development Plan for the School Development Plan
- leading in-service training activities, supporting staff in the classroom; specifying and ordering resources; co-ordinating staff requests for resources and monitoring and maintaining the condition and availability of resources.
- The History Subject Leader is also responsible for supporting colleagues in their teaching of History, by keeping them informed about current developments in the subject and for providing a strategic lead and direction for History within the school.
- Subject monitoring – books, planning scrutinises, lesson observations/ drop-ins, pupil voice interviews

5.4 Class Teachers

The Class teacher will be responsible for:

- The planning and teaching of History through Medium term and weekly planning.
- Identify what important knowledge and skills they want children to acquire.
- Identify what concept is emphasised in each topic and why?
- Identify what knowledge and skills need to be taught within their year group to ensure progression.
- Provide opportunities to enhance children's' understanding of History through links to other areas of learning and to wider issues of interest and importance.
- Early Years will follow the guidelines in the framework for Early Years Foundation Stage.

5.5 Progression of skills

History Skills Progression for each Year group can be found in appendix ii

6. Computing

Pupils will be given opportunities, where appropriate, to use ICT resources to extend their understanding within all areas of History. Computing enhances our teaching of History throughout the school, in that it allows a much wider access to material of all kinds. Historical enquiry, questioning and observation can all involve the use of computer technology in a variety of ways: from straightforward word processing and presentation of work, through to research on the internet and exploration through virtual reality applications.

7. Safeguarding and equal opportunities statement

St. Peter's, in all policies and procedures, will promote equality of opportunity for students and staff from all social, cultural and economic backgrounds and ensure freedom from discrimination on the basis of membership of any group, including gender, sexual orientation, family circumstances, ethnic or national origin, disability (physical or mental), religious or political beliefs.

St. Peter's School aims to:

- Provide equal opportunity for all
- To foster good relations, and create effective partnership with all sections of the community
- To take no action which discriminates unlawfully in service delivery, commissioning and employment
- To provide an environment free from fear and discrimination, where diversity, respect and dignity are valued.

All aspects of Safeguarding will be embedded into the life of the school and be adhered to and be the responsibility of all staff.

8. Assessment, Recording and Reporting

Teachers own medium term plans should indicate the focus for each unit of work and should identify the substantive and disciplinary knowledge for each unit. Weekly lesson planning should identify skills being taught in line with the National Curriculum expectations for each year group.

These provide enough information to inform the next teacher of progress made, and to be of use in preparing the annual report to parents.

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, for example, of voyages of discovery.

Teachers will assess children's work by making informal judgments during lessons. On completion of a piece of work, the teacher assesses the work and uses this information to plan for future learning. Written or verbal feedback is given to the child to help guide his or her progress. All children are encouraged to make judgements about how they can improve their own work through self-evaluation.

The Medium Term plans for Key Stage One and Two may also include a specific assessment activity which will generally assess the development of skills learnt during a unit of work. Early Years Foundation Stage assessments are based on the Early Learning Goals.

Parents are informed of their child's progress and attainment through parent consultations (2 per year) and through an annual school reports. Reports to parents refer to the pupil's progress against national requirements and will identify whether pupils are "on track" for Age Related Expectations.

9. Resources and Display

Classrooms should display timelines to help children develop an understanding of chronology in History. Displays should be interactive and provide a stimulus for the topic being taught. Children's work is displayed in Humanities books covered and should display clear learning objectives. Corridor displays and Celebration of work days for parent are also opportunities to share pupils' work.

Resources for all history units are kept in the relevant classrooms, where they can be added to and maintained by the class teacher for those year-based units. It is an aim that Topic boxes are developed, resourced and maintained so that each Year group has a ready source of high-quality, relevant and varied material available for teaching and learning. This will include History resources but will also allow stronger links to be made with other subjects within a particular topic.

St. Peters subscribe to Key Stage History website. This platform supports teachers to develop high quality teaching across EYFS, KS1 and KS2. It provides expertly crafted, fully resourced creative History lessons and planning ideas, judged outstanding by Ofsted.

10. Monitoring and Review

This policy will be monitored on a three yearly basis by the subject leader to keep up to date with any adjustments to statutory legislation or curriculum.

11. Links with other policies

This policy links to the following policies and procedures:

- Teaching and Learning policy
- Presentation, Marking & Feedback policy
- Health and Safety policy
- EYFS policy
- SEND policy
- Behaviour policy
- Safeguarding and Child Protection

12. Document control and record of amendments

Version	Reason for amendment	Sections amended	Amended by / date	Review Approved by / date
2019-20	Updated document to new format and to ensure Inclusion statement was current		Linda Jones 26/9/19	
2024	Updated in line with curriculum review	3, 4, 5, 8, 9, and 11	Linda Jones	Denis Maurice 10/1/25