

St. Andrew's C.P. School



Kirk Ella

History Policy

Date of last Review: Spring 2025
Review in: Spring 2026



Kirk Ella St. Andrew's CP School History Policy

Building respect, resilience and responsibility to encourage confident and questioning children who love learning.

Vision Statement

We strive to encourage all our pupils to aspire to the highest levels of academic, social, emotional and physical achievements so that they will develop independence and resilience, confidence in themselves as individuals, develop a love of learning and of our history and make a positive contribution to the lives of others.

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 'peasantry'
- 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.

General Objectives

The National Curriculum Handbook states that, '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, argue their point of view – skills that are important in adult life.

Our objectives, therefore, are:

1. To assist with the understanding of children's values in, and to, society through studies of:

- a) the family, past and present
- b) the direct community (school and village)
- c) the links of the community to the wider world

2. To ensure that the children are aware that people can have differing interpretations of the same event and that bias exists.
3. To develop independent learning skills through research.
4. To keep in mind that the key concepts of history are evidence, chronology, continuity, change, cause and consequence, similarity and difference.
5. To ensure that history is seen as an exciting, enriching and relevant subject, which is taught in a stimulating and vital manner.

History in the National Curriculum and Cross-curricular links

History should be taught through a cross-curricular approach. History and geography are closely aligned, as present boundaries between people and countries exist because of past events. Scientific and technological discoveries were made because of people's endeavours in the past. There are opportunities for research using computing skills and for PHSE. Learning history provides an important context for the development of children's key skills, particularly the key skill of communication. However, flexibility should be exercised, and history may be taught as an individual subject if this is more appropriate.

The school's long-term plans show how a chronological progression in history develops throughout the school.

EYFS - ELGs Understanding the World - Past and Present

Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Begin to make sense of their own life-story and family's history. 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 experience and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.

Year 1 - Toys, homes, holidays

- Amy Johnson

Year 2 - Great Fire of London and Samuel Pepys

- Guy Fawkes and the Gunpowder Plot
- Remembrance Day
- Florence Nightingale and Mary Seacole

Year 3 - Stone Age to the Iron Age

- Romans and Celts

Year 4 - Land Use (historical aspect) and Local History

- Ancient Egypt
- Anglo-Saxons
- Vikings

Year 5 - Ancient Greece

- Industrial Revolution

Year 6 - War children

- Benins – African civilisation linked to British colonial past

Teaching and Learning Strategies

The School Improvement Service lists the following as some of the aspects which make a history lesson good:

- Developing independence in thinking and learning
- Use of interesting stories
- Imagining situations from other perspectives
- Using some original evidence
- Problem solving, individually or in groups
- Limited factual content

A variety of teaching methods may be adopted but children learn best through first-hand experience. Living history school trips provide children with the opportunity for such first-hand experience, as do workshops and theatre groups that bring history alive in an informative, memorable and enjoyable way.

The use of computers and iPads, books, pictures, video clips, document sources, visitors to school, handling artefacts, online interactive workshops, hot seating, drama, group and class re-enactment and discussions are all valuable sources of learning.

We encourage staff to include a timeline, labelled with appropriate dates and events on any classroom history displays that they create. Our whole school large scale timeline shows the key events/ people and periods of history studied throughout the school.

Organisation and Differentiation

A variety of ways of recording work should be used, e.g. writing, drawing, artwork, using charts and diagrams and time lines. Opportunities can be taken to link history with other subjects, such as English, art, DT, computing, geography, drama, maths, etc when appropriate.

Children should be allowed to work as individuals, in pairs, in groups or as part of the whole class.

Effective learning opportunities should be provided for all pupils. Adequate provision should also be made for children with special needs so that they can enjoy and participate in all activities.

Health and Safety

Teachers should ensure that all learning takes place within a safe environment with special reference to the use of resources and consideration given to those children with specific and additional needs. Visits to off-school sites should be arranged in line with the School Visits Policy.

Resources

Each year group has access to resources related to their history topics and these are kept within year group areas. The school is a member of the Historical Association and can also access resources from Keystage History to support planning and delivery of lessons.

Assessment

Assessment grids tailored to fit the history learning of each year group have been developed and are now in use throughout the school.

Review of Policy

This policy was reviewed and amended in Spring 2025

History Team

Claire Mackey