

History Policy

‘Together we unlock potential and learn for life’



Moor
First School

This policy was approved by the Governing Body of Moor First School at their meeting on:

Signed Chair of Governors

Signed Co-Head Teacher

Signed Co-Head Teacher

SignedCurriculum Leader

Review Frequency
Every 3 years

Next review
May 2026

Introduction

History is a foundation subject in the National Curriculum.

This policy outlines the purpose, nature and management of the history taught in our school.

The school policy for history reflects the consensus of opinion of the whole teaching staff. It has been drawn up as a result of staff discussion.

This policy will be presented to the governing body for discussion at their next meeting.

Our Aims

At Moor First School we believe that children should benefit from an interesting and inspiring curriculum which enables them to develop a sense of curiosity about the past. Children will be given the opportunity to find out about events and people from both Britain and the wider world and in doing so will learn how the past has impacted upon and influenced life today.

Throughout the teaching of history, children will also begin to understand the importance of the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs in history and explore how these values have developed over the course of time.

History influences all aspects of our lives. It shapes the customs and beliefs of the community in which we belong. Learning about the past and the methods used to study it helps pupils to make sense of the world in which we live.

In our teaching of history, we aim to:

- Give children an interest in the past, and to develop an understanding that enables them to enjoy all that history has to offer;
- help children to understand society and their place within it, so that they develop a sense of their cultural heritage;
- Enable children to know about significant people and events in British history, and to appreciate how things have changed over time;
- Give children some knowledge and understanding of historical development in the wider world and an understanding of other countries and cultures;
- Develop a sense of chronology and make links between the present and the past;

Mrs A Rotherham, Date: May 2023

- Develop in children the skills of enquiry, investigation, analysis and evaluation.

The History Curriculum

Our history curriculum focuses on the knowledge and skills stated in the National Curriculum which provides a framework outlining the knowledge and skills taught in each Key Stage.

Key Stage 1

In Key Stage 1, children develop an awareness of the past and are taught about how the people and events they study fit within a chronological framework. They will identify similarities and differences between ways of life in different periods. Children develop their vocabulary to use phrases relating to the passing of time and historical terms. They should learn to recognise some of the ways in which we find out about the past and identify different ways in which it is represented, as well as asking and answering questions to demonstrate their understanding.

Children will be taught about:

- changes within living memory
- events beyond living memory that are significant nationally or globally (e.g. the Great Fire of London)
- the lives of significant individuals in the past who have contributed to national and international achievements, with some comparison between aspects of life in different periods (e.g. Mary Seacole and/or Florence Nightingale and Edith Cavell)
- significant historical events, people and places in their own locality

Key Stage 2

In Key Stage 2, children will continue to develop a chronologically secure knowledge and understanding of British, local and world history.

They will explore connections, contrasts and trends over time and develop the appropriate use of historical terms. They will address historical questions about change, cause, similarity and difference, and significance, constructing informed responses that involve thoughtful selection and organisation of relevant historical information. They will also ask their own historically valid questions. Children will use

a range of different sources and come to understand that this is how our knowledge of the past is constructed.

Children may 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
- a local history study
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (i.e. the Victorians, World War II)

Specific topics are set out as part of our two year rolling programme, which is currently as follows:

Y1/2 – Cycle A: Oh we do like to be beside the seaside (Changes within living memory—seaside holidays), Marvellous Medics (Florence Nightingale/ Mary Seacole/ Edith Cavell)

Cycle B: The Wizard of Dribble (Sir Stanley Matthews - Local History), Fire! Fire! (The Great Fire of London)

Y2/3 – Cycle A: Blitzed Britain - World War 2, Regal Royals

Cycle B: There's a Victorian in my Village! (The Victorians combined with local history study), Raid, Invade and Stayed (Vikings and Anglo Saxons)

Y3/4 – Cycle A: Stone age rocks! Stone Age to Iron Age Britain (changes), Crime and Punishment (To be changed to The Pottery Industry in future cycles).

Cycle B: Ruthless Romans, Full Steam Ahead: Local History of the Industrial revolution, James Brindley and the first railways.

The Foundation Stage

Children in the Foundation Stage are taught history through the area of learning – 'Understanding of the world'. Children are provided with rich historical opportunities through play, exploration and active learning. Through this, they will build the foundations of their historical understanding and develop their early historical skills. During their time in the Early Years Foundation Stage, the children will: make sense of their own life story and their family's history, expand their vocabulary to talk about what they see and comment on images of familiar situations in the past, compare

and contrast characters from stories, including figures from the past, and use the settings, characters and events in books and stories to help them to understand the past, learn about similarities and differences between things in the past and now, drawing on their experiences and what has been read in class and will talk about the lives of people around them and their roles in society. History is mostly taught as part of an integrated class topic. These include 'Marvellous Me', 'Dinosaurs, Dragons and Magic', 'Out of this World' and 'Travel and Transport'.

Teaching and Learning

In Key Stage 1 and 2, history is taught through termly topics, although may also be taught as standalone lessons. Children will develop an understanding of how history links to other areas of the curriculum and may be taught history alongside other subjects to broaden their knowledge and extend their skills.

Children will be taught in their normal class group for history and will be taught by the class teacher or on occasions a Teaching Assistant. All teachers are responsible for the planning and teaching of history.

Children will have opportunities to learn about the past from a range of historical sources plus a variety of reference books and artefacts that are readily accessible. In addition to this, the Internet gives children the opportunity to explore a wider range of sources both as a whole class and individually or in smaller groups through laptops and iPads.

History teaching focuses on enabling children to think as historians. To achieve this, children will be encouraged to find out about things for themselves, to ask and answer questions and to think about different ways they may interpret information they are given.

Through the teaching of our history topics, the children will be encouraged to build a knowledge of timelines and chronology. Making links to previous topics ensures that the children understand how aspects of history fit together and that their knowledge of the past is meaningful. At the end of each topic we aim for our children to have added to their long term memory which will then give them background knowledge for future learning.

Children are taught about the diversities of the societies studied and the experiences of different genders, races and religions. Events such as Black History Month are celebrated in school to raise awareness of minority figures who have played an important role in history.

School assemblies regularly celebrate and commemorate historical figures and events outside of the areas covered in lessons, enabling children to understand the wider ranging impact that history has on life today. Community events are well attended by school with children having the opportunity to take part in local traditions, such as Maypole Dancing and Well Dressing. These events develop children's understanding of local history and encourage a sense of inclusion and community. Home learning tasks and projects also encourage families to support children's learning and raise the profile of history at home.

Visitors may be invited into school or educational visits may be planned to support the teaching of and the development of children's interest in history. Children may be given the opportunity to view historical buildings and artefacts that they may not otherwise be exposed to and have the added benefit of being able to learn from an expert in the relevant field. These activities give children memorable learning experiences to encourage their intrigue and inquisitiveness and to reinforce their learning. All out of school activities comply with the guidelines in the school Health and Safety Policy.

Equal Opportunities

At our school, we teach history to all children, whatever their individual needs. Through our history teaching, we provide learning opportunities that enable all pupils to make good progress and reach their potential, regardless of their age, sex, ability or background. We enable all children to have access to the full range of activities involved in learning history. Teaching and activities will be adapted to meet any specific needs.

Assessment

Children's progress in history is assessed through a range of evidence, which may include: involvement in class/ group discussion, answering of verbal or written questions, work in lessons, quizzes, concept maps or KWL grids and end of unit assessments.

In Key Stage 1 & 2, children's achievement is assessed using statements specific to each year group; at the end of each term, children are judged to be either working towards, achieving or exceeding each statement covered. At the end of the school year, each child's attainment in history is reported to parents. Based on their attainment over the year, children will be judged to be: working towards, expected, above or exceeding. The Foundation Stage assessment is in line with the Early Years Foundation Stage profile.

Information is passed on to the next class teacher at the end of the year.

Background Documentation

This policy was informed by reference to the National Curriculum and the Early Years Foundation Stage Framework.

Review

The Head and staff will review this policy as required and as part of the schools rolling programme of policy review.