

**Tatham Fells Ce Primary School**  
*Roots to Grow, Wings to Fly, Faith to Flourish*

## **History Policy**

### **Introduction:**

**We derive our History Policy from our mission statement *Roots to Grow, Wings to Fly, Faith to Flourish* and to reflect our School Values of Friendship, Love, Respect, Trust, Humility and Forgiveness'**

Our aim is to develop in children an enthusiasm and appreciation of time past. Pupils will build up a bank of knowledge about various periods and aspects of History. They will learn to compare and contrast various times in History and be made aware of causes and consequences of various actions and events. They will be taught that not everything we learn from History is fact but sometimes only opinion and that there is bias in many versions of History. Artefacts and contemporary documentation will be used, where possible. Older people who are able to recollect experiences in recent History will be invited to school when possible.

The children will be taken on appropriate visits to bring History alive.

### **Aims:**

The aims of history in our school are:

- to foster in children an interest in the past and to develop an understanding that enables them to enjoy all that history has to offer;
- to enable children to know about significant events in British history and to appreciate how things have changed over time;
- to develop a sense of chronology;
- to know and understand how the British system of democratic government has developed and, in so doing, to contribute to a child's citizenship education;
- to understand how Britain is part of a wider European culture and to study some aspects of European history;
- to have some knowledge and understanding of historical development in the wider world;
- to help children understand society and their place within it, so that they develop a sense of their cultural heritage;
- to develop in children the skills of enquiry, investigation, analysis, evaluation and presentation.

### **Teaching and Learning**

History teaching focuses on enabling children to think as historians. We place an emphasis on examining historical artefacts and primary sources. In each key stage we give children the opportunity to visit sites of historical significance. We encourage visitors to come into the school and talk about their experiences of events in the past. We recognize and value the importance of stories in history teaching and we regard this as an important way of stimulating interest in the past. We focus on helping children understand that historical events can be interpreted in different ways and that they should always ask searching questions, such as 'how do we know?', about information they are given.

We recognise the fact that there are children of widely-different abilities 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 common tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty. Not all children complete all tasks;
- grouping children by ability in the room and setting different tasks for each ability group;
- providing resources of different complexity depending on the ability of the child;
- using teaching assistants to support children individually or in groups.

### **History curriculum planning**

We use the national scheme of work for history as the basis for our curriculum planning in history. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit and we build planned progression into the scheme of work so that the children are increasingly challenged as they move up through the school.

The long-term plan maps the history topics studied in each term during each key stage and the children study history topics in conjunction with other subjects, especially at Key Stage 1. Some topics have a particular historical focus and in Key Stage 2 we place an increasing emphasis on independent historical study. We teach the knowledge, skills and understanding set out in the National Curriculum through the corresponding programme of study.

As the basis for our medium-term plans, we use the national scheme of work which gives details of each unit of work for each term. Because we have mixed-age classes, we carry out the medium-term planning on a four-year rotation cycle in KS2 and two year cycle in KS1. By doing so, we ensure that children have complete coverage of the National Curriculum, but do not have to repeat topics.

### **Inclusion:**

At our school we teach history to all children, whatever their ability. History forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our history teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs.

### **Assessment and recording**

We assess children's work in history by making informal judgements as we observe them during each history lesson. On completion of a piece of work, the teacher marks the work and comments if necessary. Parents are informed of their child's progress on the annual report they receive from school.

### **Monitoring and review**

Monitoring of the standards of children's work and of the quality of teaching in history is the responsibility of the history subject leader. The work of the history subject leader also involves supporting colleagues in the teaching of history, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.

Signed (Headteacher): F Ip

Signed (Chair of Governors): H Wilkinson

Date: January 2023

Review Date: January 2026