

## Swineshead St Mary's CE Primary School History Policy

Policy name	<b>History Policy</b>
Member of Staff Responsible	Subject leader & SLT
Issue Status/Date	15 <sup>th</sup> September 2025
Review Date	15 <sup>th</sup> September 2028

This policy has been adopted by the Governors/Directors in consultation with the subject leader and teaching staff. This policy should be read in conjunction with other policies in school including: Teaching and Learning, Assessment, Marking and Feedback and other curriculum policies.

### **The Context**

Swineshead St Mary's Church of England Primary School is a slightly larger than average rural school for children in the age range 4 to 11.

The purpose of this document is to set out the aims, objectives and implementation of History throughout the school. History teaches a broad and balanced knowledge and understanding of Britain's past and that of the wider world. Through their work in History, children learn to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. The children learn different 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. They 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. Through the study of history children will develop a well-rounded knowledge of the past and its events, with an intention to improve every child's cultural capital, understanding of the world around them and of their own heritage. In our school the teaching of history inspires curiosity about the past and how it has shaped the world in which we live today. The curriculum is planned to ensure historical knowledge is taught alongside the development of subject specific skills including chronology, interpretations of evidence, changes within a time and across time periods and cause and consequence.

## Intent

Our History curriculum links closely with our school vision and values. The school has a clear Christian vision, which is rooted in our statement: Two travellers are transformed and enriched by sharing their journey with a guide. We view our work to be similar in making a difference to future lives. We travel together on our journey of transformation and commit our school to always being supportive, enriching and challenging.

The aim of our History curriculum is to prepare the children for the future, both in education and in life. Our curriculum has deep and broad coverage and content and is brought to life through rich and vibrant cultural experiences – the cultural capital.

The ambitions for our curriculum:

High aspirations permeate across the school

The school offers a host of cultural experiences and enrichment opportunities

Our pupils develop a love of life-long reading

British Values are an intrinsic part of the school

The aim of our History curriculum is to deliver a curriculum which is accessible to all and will maximise the outcomes for every child so that they know more, remember more and understand more. As a result of this, they will not only develop skills in, but also beyond, the History curriculum.

Develop increasingly critical and analytical thinkers

Increase their understanding of the present in the context of the past.

Develop and use their skills in enquiry, analysis, evaluation, and argument.

Develop their interest in the past, arousing their curiosity and motivation to learn. Develop a sense of identity through learning about the past.

Understand how the British Values of democracy and respect for others have developed through the history of the British Isles, Commonwealth and wider world.

To develop a love of reading, through the use of historical and history-based texts, an understanding of British values, especially democracy and respect for others and a sense of cultural capital which places their historical knowledge in context.

## Teaching and Learning

The History curriculum planning is in three phases (long-term, medium-term and short-term).

Our long-term planning maps the History units studied in each term during each key stage. The subject leader devises this plan in conjunction with teaching colleagues in each year group. In some cases, we link the historical study with work in other subject areas.

Our medium-term plans give details of each unit of work for each term. Each class teacher is responsible for writing the short term plans for each lesson. These plans list the specific learning objectives and expected outcomes of each lesson. The subject leader reviews these plans. In this way we ensure that children have complete coverage of the National Curriculum.

We plan the topics in History so that they build on prior learning. Children of all abilities have the opportunity to develop their skills and knowledge in each unit and, through planned progression built into the scheme of work, we offer them an increasing challenge as they move up the school. Please refer to the medium term and long-term curriculum maps for further details.

## History Curriculum Early Years Foundation Stage

The Early Years Foundation Stage curriculum is based on seven areas of learning aiming to promote all aspects of a child's development. In EYFS, History will be taught throughout the areas of learning but specific to the people, cultures and communities strand within the Understanding of the World area. The EYFS curriculum starts from birth and children progress through each stage of development aiming to achieve the Early Learning Goals by the end of their Reception year. EYFS lessons provide an early introduction developing an understanding of the past, present and the difference between the two.

## Implementation

We ensure that sufficient, dedicated time is given to teaching and learning History. There is a two-year rolling programme. The curriculum is carefully structured and sequenced to ensure coverage and progression as the children move through the school. The curriculum is broken down into substantive knowledge building blocks and the knowledge is sequenced and then built upon over time: what has been taught before and what the pupils' need to know to reach their end point - spiral progression.

Our History curriculum uses an enquiry-based approach. Each area of study has its own enquiry-led questions and the key vocabulary, which challenges our pupils', broadens their horizons and makes them more culturally aware. The enquiry questions and the key vocabulary are implemented in our knowledge organisers and brought to life on working walls and within the learning objectives for the lesson.

We have identified the disciplinary knowledge that we will implement to enable our pupils to become successful historians. This is set out in more detail in our termly plans.

Investigation;

Expression;

Interpretation;

Reflection;

Commitment;

Empathy;

Application;

Discernment;

Analysis;

Synthesis

Evaluation

The disciplinary knowledge required to be a good historian:

INVESTIGATION – in history this includes:

asking relevant questions

using a variety of sources to find out about events, people and changes

EXPRESSION – in history this includes:

the ability to recall, select and organise information

the ability to use key historical dates and vocabulary to describe and explain different periods in history

INTERPRETATION – in history this includes:

the ability to draw meaning from artefacts, works of art, relics and buildings

the ability to suggest meanings and draw conclusions from what they see

APPLICATION – in history this includes:

making the association between aspects of life in different societies

considering the impact of past events on the present

learning both about and also from history.

DISCERNMENT – in history this includes:

explaining the importance of significant people and events from history

developing insight into people, motives, actions and consequences

seeing clearly for themselves how individuals might learn from the study of history.

ANALYSIS – in history this includes:

distinguishing between opinion, belief and fact

distinguishing between the features of different periods of history nationally and internationally.

SYNTHESIS – in history this includes:

linking significant periods of history together in a coherent pattern

connecting different aspects of life for people across different periods.

EVALUATION – in history this includes:

the ability to evaluate an event of significance with reference to evidence and argument;

weighing up the respective evidence available and reach conclusions

## **Processes for Effective Learning in History**

### **1. Identify questions**

These covers identifying questions and defining enquiries, using a range of methods, media and sources. It includes the skill of investigation.

### **2. Plan and carry out enquiries**

This includes carrying out and developing enquiries by gathering, comparing, interpreting and analysing a range of information, ideas and viewpoints.

### **3. Present and explain findings**

This involves expressing and explaining ideas and feelings, suggesting interpretations of findings and analysing the range of information.

### **4. Empathise and reflect**

This involves using empathy, critical thought and reflection to consider their learning and how they feel about it.

### **5. Evaluate**

This involves evaluating their learning and considering how it might apply to their own lives.

## **The Implementation of History at Swineshead St Mary's**

**Knowledge Organisers:** Children have access to key knowledge, language and meanings to understand History and to use these skills across the curriculum.

**Working Walls:** History Working Walls throughout school focus on key knowledge, vocabulary and questions and exemplify the terminology used throughout the teaching of History.

**Subject specific vocabulary:** Identified through knowledge organisers and working walls and highlighted to the children at the beginning of and during lessons.

**EYFS:** Reception children are given a secure grounding in the Prime Areas of learning, ensuring they have a good foundation on which to build through the specific areas, including Understanding the World. Areas of provision are enhanced to ensure vocabulary understanding and extension, and develop understanding of the past, present and the difference between the two.

**Class timelines:** Timelines are used to enable children to put new learning in the context of learning already covered.

**Books:** Children will have access to a growing variety of subject specific fiction and non-fiction books, available in history lessons, other lessons and in the class book area. Wherever possible, text-based writing will link to the history being taught.

**Use of artefacts:** Where possible we use artefacts for children to explore and investigate. We believe that handling real objects enhanced the children's historical knowledge, understanding and skills.

**Use of sources /bias:** We aim for children to recognise that bias exists in some form in all historical sources, and this needs to be accounted for in their interpretation of evidence.

**Assessment:** Class teachers assess children's understanding in history.. This data is then analysed to improve the children's learning in history.

**Consistent teaching sequence:** History lessons will include a range of learning opportunities including putting the learning in the big picture, placing of the history being studied in the chronological context of previous learning, using timelines, a brief review of learning covered in previous lesson/s, specifying key vocabulary to be used and its meaning, conducting historical enquiry using a variety of sources and /or artefacts, pupils interpreting their findings and communicating their historical knowledge and understanding appropriately, before evaluating their learning and comparing with other historical periods studied as appropriate.

**Learning environment:** The learning environment is designed to ensure children develop their history knowledge and continue to know more and remember more. Working walls and timelines are key drivers to this, with teachers referring to them during lessons

**Research:** Children will be asked to research historical aspects of their learning independently. This allows the children to have ownership over their curriculum and lead their own learning in history.

**Basic skills - English, Maths and ICT skills** are taught during discrete lessons but are revisited in history so children can apply and embed the skills they have learnt in a purposeful context. The expectation is that standards in writing in history are comparable with standards in English lessons

**Cultural Capital -** We plan visits, visitors and in-school WOW days to provide first-hand experiences for the children to support and develop their learning. We recognise that to have impact the planned cultural capital must be clearly linked to the statutory historical knowledge to be acquired and provide the opportunity for children to better understand the knowledge or apply what they already know.

## **Equal Opportunities**

The teaching of History follows the school's policy on SEND and differentiation and aims to provide all children with equal opportunities. The Governing Body ensures that the school does not discriminate against any pupil on the ground of disability, sex or race in deciding admissions, providing the curriculum, teaching and guidance; in applying standards of behaviour, dress and appearance; and in the allocation of resources and other benefits and facilities which the school provides. The school prides itself on its ability to welcome and involve children of all abilities, backgrounds and heritage. Children are recognised as individuals and both supported and challenged at their own level of development. Our main principal aim is that all children achieve the best that they can be, in all aspects of their development, during their time within the Federation.

## **Role of the History Coordinator**

Endeavour to promote a dynamic approach to the development of History ensuring that History has a high profile.

To evaluate the standards of History teaching through the analysis of History assessment data, book looks and History learning journeys.

To update the History curriculum and oversee its implementation by other staff.

Keep up to date with developments in History.

Report back on training attended.

Advise and support staff with the teaching and learning of History.

Be responsible for overall auditing and upkeep of all school History resources and facilities.  
To organise any budgets made available from various funds and to ensure money is used to its best advantage.

Regularly review and update the school policy statement and guidelines as required.

Support staff in sourcing and planning.

To work closely with the lead governor for History.