

HISTORY POLICY

January 2025

Subject Leader: Leigh Shepherd

Review Date: January 2026



Rationale

To ignite a passion for finding out about the past and develop children's understanding of past events, how we find out about them and why it is important to know about them.

Aims

- To help children to develop their historical skills, knowledge and understanding through a balanced and progressive curriculum.
- To develop an understanding of what life was like in the past, how people's lives have changed over time and how the past influences the present.
- To develop a sense of chronology and demonstrate the differences between fact and myth.
- To develop questioning skills to be able to compare and contrast the past and present effectively.
- To support children's understanding that there are different perspectives of historical accounts.
- To make use of the local area for visits.
- To monitor progress of all pupils including SEN and able, to indicate planning, recording, assessment and reporting.
- To promote the British Values and spiritual, moral, social and cultural development.
- To use ICT both as a source for finding out about the past and as a means of communicating historical knowledge.

We will do this by:

- enriching the history curriculum through the use of visits and visitors, as well as drama techniques including hot seating and role play.
- ensuring that history teaching develops children's enquiry skills so that they can find out about the past through a range of sources including visits and artefacts.
- developing a sense of chronological order by having a class timeline where key dates/ events are added to during the teaching of the topic.
- using stories and narrative to teach sequence, chronology and language.
- teaching historical language and displaying this on topic working walls.
- monitoring the teaching of history through lesson observations, book and planning scrutiny, pupil voice and ongoing assessment to ensure that all areas of the history curriculum are covered and that all pupils make progress in history.

Teaching strategies and planning

Both Key Stage 1 and the Foundation Stage has a long term overview plan document that includes all of the knowledge and skills to be taught throughout each term. This includes ways that history teaching can be personalised to Dovers Green school to enrich and enhance the history curriculum. History in Key Stage 1 is taught within topic work within a block week and is linked with the theme for the term. A knowledge organiser approach is used to ensure key vocabulary and relevant learning is covered. The National Curriculum is used as the basis for planning.

Teachers strive to make the teaching of history as interesting as possible and 'bring it to life' by using artefacts to provide a basis for children to discuss what they already know and to ask questions to develop their enquiry skills. ICT, books, artefacts and visits and visitors (where appropriate) are used to support the teaching of history and questions, answers, children's work is displayed on the topic working wall to show the children's learning journey and to support children's learning. Each class has a timeline displayed where key

events/dates related to the topic are added as they are taught. In the EYFS the timeline will show the chronology of the children's experiences.

Through teaching history we hope to improve the children's skills in expressing an opinion, independent research, empathy, using the language of time, asking questions, sequencing events, observing and using ICT to support learning.

Children in the Foundation Stage are given opportunities to develop their historic understanding through asking questions about events in their own lives and in the lives of people they know, demonstrating an interest in looking at books, photographs and interviewing visitors and through comparing artefacts of different times.

Assessment and Record Keeping

Assessment data will be inputted onto Arbor by teachers twice per year and the subject leader will analyse this to identify any gaps in teaching and learning in history. These gaps are then addressed and revisited and help to inform the action plan for the following year.

In the Foundation Stage children's progress in history is monitored through the revised Development Matters 2023 (Understanding the world Early Learning Goal). At the end of Foundation Stage children will be judged to be emerging, expected or exceeding against this Early Learning Goal which is conveyed to the LA.

This curriculum policy should be read in conjunction with our

Behaviour Policy

Early Years Foundation Stage Policy

Equal Opportunities Policy

Health and Safety Policy

Inclusion Policy

Learning and Teaching Policy

SEND Policy