



Hebden Royd C.E. (VA) Primary &
Nursery School

History Curriculum Policy

Intent

One of our aims is to inspire pupils' curiosity about the past in order to support and encourage the asking of perceptive questions: Our curriculum provides children with opportunities to ask questions, think critically, consider evidence, examine arguments and develop perspective and judgement.

Children will understand History as a coherent, chronological narrative, how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world. They will develop a historically grounded understanding of abstract terms such as 'empire,' 'civilisation' and 'parliament.' Children will understand 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 constructed History.

Implementation

Through the teaching of the progression of historical skills, we aim to supply the children with the resources and tools needed to be effective historians. As a school we have developed a thread which weaves a strand of local history through our curriculum.

Children will progressively acquire, use and apply a growing bank of vocabulary, skills and knowledge in order to develop into confident, accurate and meaningful historians. They will effectively use history knowledge organisers to develop their own historical knowledge and to retain key knowledge being taught. Knowledge organisers will be re-evaluated after each topic in order to keep them relevant and useful.

At the end of each topic, key knowledge is reviewed by the children and checked by the teacher and consolidated, as necessary. Children will have access to all previous knowledge organisers to support the retention of facts and to allow children to make connections between different events in history.

EYFS

Within the Early Years Foundation Stage, history is included as part of Understanding the World. The children learn to investigate similarities and differences, the local environment and cultures and beliefs, fostering the skills essential to developing historical understanding. This is set out in the early year's curriculum as children needing to:

- Talk about the lives of the people around them and their roles in society;
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
- Understand the past through settings, characters and events encountered in books read in class and storytelling;

Impact

Through the teaching of History, we aspire to teach children 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. We believe teaching History in this way is key to broadening children's horizons and challenging preconceived ideas about the society we live in.

Social, Moral, Spiritual and Cultural

History contributes to our children's SMSC development through:

- Looking at the creation and evolution of British society.
- Enabling children to reflect on issues such as war, conquest, invasion, slavery etc.
- Showing an awareness of the moral implications of the actions of historical figures.

Statutory Requirements

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. (*National Curriculum 2014*)

Expectations

Key Stage 1

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. (*National Curriculum 2014*)

Key Stage 2

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They

should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. (*National Curriculum 2014*)

Governing Body

Reports are made to the governing body on the progress of History provision within the school.

Role of Subject Lead

The co-ordinator has the responsibility to take a lead in developing History further across the school within the school's improvement plan; monitoring the effectiveness of teaching and learning; and the use of resources.

All teachers are responsible for monitoring standards but the co-ordinator, under the direction of the head teacher, takes a lead in this.

Use of ICT

Opportunities to use ICT to support teaching and learning will be planned for and used appropriately

Inclusion

No pupils are excluded from History. We ensure that all pupils take History and that, wherever possible, any individual needs, such as mobility, are tackled in planning. Teaching assistants and support staff, work as directed by the teacher.

Equal Opportunities

All children are provided with equal access to the History curriculum and we aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.

Parental Involvement

Parents are encouraged to support their own child's learning through;

- Reading and researching at home together
- Visiting places linked with the units of work
- Encouraging conversations

Review Framework

This policy will be reviewed every 3 years (or sooner in the event of revised legislation or guidance).