



Over St John's C.E. Primary School

'Let your light shine before others.' Matthew 5:16

History Policy

Introduction

This policy outlines the teaching, organisation and management of History taught and learnt at Over St John's CE Primary School.

The policy has been drawn up as a result of staff discussion, monitoring and in line with DfE guidelines. The implementation of this policy is the responsibility of all teaching staff. The responsibility for monitoring and review rests with the History Subject Leader.

Intent

We teach History to:

- inspires pupils' curiosity about the past in Britain and the wider world;
- encourage critical thinking about how the past influences the present;
- help students develop a chronological framework for their knowledge of significant events and people;
- Builds a sense of identity and belonging on a personal, cultural, national and global level as learners come to respect and appreciate the diversity of human experience and consequently understand more about themselves so that they can live life in all its fullness thus letting their light shine;
- develop a range of historical skills.

Through History we can also:

- improve pupils' skills in English, Mathematics and Computing;
- develop pupils' critical thinking skills through historical enquiry.
- promote pupils' awareness and understanding of age, gender, cultural, spiritual and moral issues;
- develop pupils as courageous advocates;
- raise awareness and understanding of the fundamental British Values through our British history.

Entitlement

History is a foundation subject in the National Curriculum. The fundamental knowledge, skills and understanding of the subject are set out in the National Curriculum Programmes of Study. All pupils are entitled to access the History curriculum at a level appropriate to their needs arising of age, race, gender, religion, social background, culture or disability. History is taught using a single year programme in EYFS and Key Stage 1 and a rolling programme across Key Stage 2 to ensure full coverage of the National Curriculum requirements are delivered.

Within the Early Years Foundation Stage, the History curriculum is taught throughout all areas of learning and is an integral part of Understanding of the World. The teaching of history in EYFS is needs driven by the children's expression of interests. To facilitate the development of concepts, skills and dimensions, teachers will provide experiences by drawing on an assortment of resources. Children will learn: to sequence events and objects in order to develop a sense of chronology, to ask questions about the past, sequencing of nursery rhymes and fairy tales, events in a story using pictures and words, eg Jack and the Beanstalk, Humpty Dumpty, use simple, time related vocabulary, e.g. yesterday, today, before, after, old, new. Learning about past and present events in their own lives and those of people they know, to use a range of resources to find out about the past and to identify similarities and differences between now and the past.

Equal Opportunities and Diversity

In line with our **Equal Opportunities Statement**, we are committed to providing a teaching environment conducive to learning. Each child is valued, respected and challenged regardless of age, race, gender, religion, social background, culture or disability. Diversity is promoted throughout our history curriculum where a wide and diverse range of historical people and events are covered being mindful of both male and female famous people and those from different cultures and faiths.

Implement

In learning History, pupils will:

- as they grow in confidence, begin to investigate, challenge and question through weighing evidence, sifting arguments and developing perspective and judgement;
- use a range of sources such as people, the local environment, visits to historical sites and museums, use photographs, portraits, artefacts, written materials, ICT based materials, data, TV/ internet based media links, access to the Historical Association;
- investigate significant issues about the past;
- work in a variety of contexts - individually, in groups, as a whole class;
- present their knowledge and understanding in a variety of ways such as through drama, art, models, various writing styles/ genre, collage, timelines, sketches, maps.

When teaching History, we:

- use a key enquiry question to direct pupils' thinking and enquiry about the past;
- vary the resources and activities to ensure each pupil can be effective in finding out about and trying to explain the past;
- consistently make use of the whole school timeline to encourage children building a strong sense of the big picture of History.

Impact

To assess pupils' progress in History we:

- gather evidence of what individual pupils know, understand and can do in History by observing them at work, listening to and discussing their work with them and evaluating any work they produce in line with the school's Marking Policy;
- make periodic and end of Key Stage judgements using the OSJ assessment document as an assessment tool and using a best fit judgement;
- make use of retrieval strategies such as the use of knowledge organisers and quizzes to encourage children to make links between their learning and be able to retain key learning.

To teach History we have a range of resources: texts, artefacts, mixed media, sites, photographs, portraits, primary sources, technology. In addition, artefact boxes may be borrowed from Winsford Resource Library and access to other museums.

To monitor and evaluate History, the Subject Co-ordinator will carry out:

- lesson observations and feedback.
- work sampling alongside the Long Term Curriculum Map.
- Pupil Voice based on the direction of the SSIP;
- learning walks;
- review resource provision;
- works co-operatively with the SENCo;
- discuss regularly with the Head Teacher the progress with implementing this policy in the school.

This policy will be reviewed at least every 2 years.

Signed

H Williamson
L Worstencroft

History Co-ordinator

Signed:

E Snowdon

Head Teacher

Date: December 2024
Review Date: December 2026