



Barrowby Church of England Primary School

History Policy

1. Introduction

- 1.1 History is a foundation subject in the 2014 Primary National Curriculum in England Key Stages 1 & 2 Framework. This policy outlines the purpose, nature and management of the history taught in our school.
- 1.2 The whole school policy for History reflects the consensus opinion of the whole teaching staff and has the full agreement of the governing body.
- 1.3 The implementation of this policy is the responsibility of all teaching staff.

2. The Nature of History

- 2.1 History is our record of what happened in the past and why. It involves children in studying men, women and children in different periods, societies, cultures and countries.
- 2.2 Through history, pupils can begin to gain a deeper knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to learn more about the past and its influence on life today. Teaching within history should equip pupils to ask perceptive questions, think critically, weigh evidence 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.
- 2.3 History is a skills and knowledge based curriculum area and many of the skills contribute to and enrich other areas of the curriculum.
- 2.4 Our chief aim is that all our pupils will enjoy history and develop a curiosity about the past in Britain and the wider world, therefore helping to inform their understanding of the present.

3. Entitlement

- 3.1 Within Key Stage 1 pupils will develop an awareness of the past, using common words and phrases relating to the passing of time. They will be taught where the people and events they study fit within the chronological framework and identify similarities and differences between ways of life in different periods.
- 3.2 At Key Stage 1 children will have the opportunity to learn about:
 - a) changes within living memory

- b) events beyond living memory that are significant nationally or globally. For example, The Great Fire of London
 - c) the lives of significant men, women and children drawn from the history of Britain and the wider world. For example, Florence Nightingale, Grace Darling, Guy Fawkes, Isaac Newton etc
 - d) significant historical events, people and places in their own locality.
- 3.3 Within Key stage 2, pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and devise historically valid questions about change, cause, similarity and difference, and significance. They should understand how our knowledge of the past is constructed from a range of sources.
- 3.4 At Key Stage 2, all children will have the opportunity to learn about:
- a) changes in Britain from the Stone Age
 - b) Ancient Greece and the Benin Empire
 - c) the Roman Empire and World War Two
 - d) The Vikings and the History of Space
 - e) Ancient Egypt
 - f) Shang Dynasty
 - g) Maya Civilisation
 - h) Anglo-Saxons and Scots
- 3.5 All children at this school will have the opportunity to participate in a field study with a History / Geography focus during Key Stage 2.

4. Implementation

- 4.1 All history topics are planned to enable pupils to develop the specific skills and knowledge outlined within the History Primary National Curriculum England – Key Stages 1 & 2 Framework.
- 4.2 Children have opportunities to learn about the past from a range of historical sources: a variety of reference books and materials, artefacts, secondary sources of information and the internet. These are readily accessible in the central resource area. Resources specific to each topic are audited on a regular basis and organised into topic boxes.
- 4.3 Use is made of loan boxes from Grantham Museum and the Museum of Lincolnshire Life when appropriate. Children are encouraged to bring items of historical interest into school.
- 4.4 Links between history and other curriculum areas are used when appropriate and these are identified within the long term and thematic planning.
- 4.5 History is taught by the class teacher or PPA teacher.

- 4.6 In the Early Years Foundation Stage pupils begin to develop a range of historical skills through the Specific Area Understanding the World. They begin to talk about past and present events in their own lives and in the lives of family members.
- 4.7 Activities are planned and differentiated in such a way as to encourage full and active participation by all children irrespective of ability.
- 4.8 All out of school activities comply with the guidelines in the school Health and Safety Policy.

5. Assessment

- 5.1 Assessments for history are made and monitored by the class teacher against the skills progression document which is linked to the national curriculum. These assessment objectives are skills based and display progression from Reception through to Year 6.
- 5.2 Support for teachers to assess history is given via CPD opportunities and a guidance documents (Assessment Grids).
- 5.2 Children's progress in history is reported to parents annually.

6. History Policy Review

This policy is reviewed by the Head teacher, staff and Governors in accordance with Barrowby School's Policy and Review Cycle for approval by the Full Governing Body, every 3 years.

Last reviewed: October 2023

Next review: October 2026