



## ENGLEFIELD CE PRIMARY SCHOOL HISTORY POLICY

### *Sowing the seeds for a flourishing future*

#### **Introduction**

History is essentially about people, their development over time and their influence on the world around them. It is also the process of enquiry, using evidence available to us, from which we draw conclusions about what life was like in the past, helping us to understand the world today. Learning how history has shaped our past, helps to promote more responsible attitudes and helps develop an understanding, which will create caring citizens for the future. As we believe all children are special in God's eyes, at Englefield CE Primary School we ensure all pupils have access to a broad and balanced curriculum, and therefore all pupils regardless of ability or SEN are entitled to an education in History.

#### **INTENT**

History should ignite pupils' curiosity to ask questions about the past and make links to the modern-day world. We aim to bring history alive for our pupils through differentiated and engaging lessons. We endeavour to build pupils' understanding of the chronological framework of British and World History, enabling them to make sense of new knowledge that they acquire and how it links to prior learning. Pupils will consider continuity and change of time. Englefield Primary School aims to foster a love of history which will continue for a lifetime.

Our aims in teaching history are that all children will:

- Develop an understanding of their community, and its relationship to Britain and the wider world, and appreciate that these societies have been shaped by actions of the past.
- Develop a sense of their own identity within the above.
- Learn to interpret history using a variety of sources, study historical evidence and seek solutions to problems.
- Be encouraged to make comparisons between different times in the past, and between past and present, appreciate and change, and develop a sense of chronology.
- Gain enjoyment from their study of history, develop curiosity and interest, and be motivated to pose questions and seek answers.
- Develop the ability to communicate historical knowledge, in oral, written and visual forms, using appropriate vocabulary and techniques.
- Through historical study, gain an interest in people, other countries and cultures, to enable them to develop a tolerance of varying points of view.
- Develop an appreciation of human achievements and aspirations.

## **IMPLEMENTATION**

### **How the subject is delivered**

Our curriculum covers the skills and knowledge outlined in the National Curriculum through inspiring themes which often relate to our Power of Reading texts. Skills are planned progressively, so that pupils, by the end of Year 6, will possess the ability to think critically about history and communicate ideas confidently as knowledgeable historians. Well-planned lessons further develop their understanding of how to interpret and critically evaluate different types of sources of evidence. Pupils also consider the lasting legacies of different civilisations on our modern world.

Historical enquiry is central to our history curriculum at Englefield CE Primary School. A range of primary and secondary sources are explored in engaging lessons. Pupils are taught to be discerning about sources and also to understand the challenges historians face when using different source material. When studying the impact of historical events, civilisations and famous people, pupils are encouraged to link their experiences in Modern Britain with their understanding of the past.

Pupils will have the opportunity to make clear links to broader themes by exploring key concepts like settlement, conflict and trade whilst studying different civilisations and considering how these concepts are represented. Key vocabulary is taught within our schemes of work and lessons provide opportunities for pupils to use and apply their new vocabulary.

History is taught as a discrete subject both in KS1 and KS2. Each topic lasts one or two short terms with three short terms of history being taught per year. History is taught on a two-year rolling programme in Key Stage 2. Where possible, British history is taught chronologically.

### **Resources**

Use is made of a wide range of resources including the following:

- Primary Source Materials
- Books
- Artefacts
- Reproductions/Paintings
- Eyewitnesses – particularly families and local community
- Videos
- Visits to historic sites
- Visitors who are experts in particular subjects.

The school also supports and uses the Museum Loans Service, and the Library Service, to enable us to give the children the widest range of quality material possible.

## **IMPACT**

### **Assessment**

The assessment and recording of history is an ongoing process. The school records are kept in accordance with Assessment Policy with particular regard to the procedures for assessment in Foundation Subjects.

### **Monitoring and review**

The history lead is responsible for monitoring the standards of the children's work and the quality of the teaching. They are also responsible for supporting colleagues in the teaching of history, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school.

### **Management of Policy**

<b><i>School:</i></b>	This policy is implemented and managed by the Headteacher and all school teaching staff.
<b><i>Governing Body:</i></b>	The Governing Body (led by the Development Committee) will monitor, review and update this policy.
<b><i>Review:</i></b>	This policy will be reviewed in accordance with the agreed cycle of review or whenever there is a need to comply with new legislation or codes of practice, new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school.
<b><i>Approved:</i></b>	<b><i>Autumn 2024 – AWAITING APPROVAL</i></b>
<b><i>Next Review:</i></b>	<b><i>Autumn 2026</i></b>