



HISTORY POLICY

Review Date: May 2025

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Introduction

This policy outlines the teaching, organisation and management of history taught and learnt at Uplands Primary School.

The policy has been drawn up as a result of staff discussion and has the full agreement of the Governing Body. The implementation of this policy is the responsibility of all teaching staff. The responsibility for monitoring and reviewing rests with the history coordinator.

Aims

In Uplands Primary School, our history curriculum aims to encourage pupils to:

- Develop an interest in the past, understand human achievements and learn about major issues and events in local, British and world history.
- Develop a sense of chronology and to be able to make links and connections between the different periods studied.
- Understand that people's actions are influenced by their attitudes and values and that these change over time.
- Appreciate and explain causes of historical events.
- Understand the nature of evidence by emphasising history as a process of enquiry, developing a range of historical skills and reinforcing that historical explanation is provisional, debatable and open to different interpretation.
- To understand the nature of evidence by emphasising the process of enquiry and by developing the range of skills required to interpret primary and secondary source materials.
- Develop their knowledge and understanding of other countries and cultures.
- Develop an understanding of roles and relationships within different social and economic groups.

Through history we can also:

- Improve pupils' skills in literacy, numeracy and computing.
- Develop pupils' thinking skills.
- Promote pupils' awareness and understanding of gender, cultural, spiritual and moral issues.
- Develop pupils as active citizens.

Teaching and Learning

When teaching history, we will:

- Always explain what we want pupils to know, understand and be able to do through the history they are about to study.
- Provide the key knowledge we want the children to learn and build upon by the end of a topic through a Knowledge Organiser.

- Vary the resources and activities to ensure each pupil can be effective in finding out about and trying to explain the past.
- Use regular knowledge retrieval activities to support the children to obtain and retain the necessary knowledge for that unit and past units studied.

When learning history, pupils will:

- Use a range of sources such as people, the local environment, sites, photographs, portraits, artefacts, written materials, ICT based materials, data, TV / video extracts.
- 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, extended pieces of writing, timelines, sketches, maps, use of ICT.
- Begin to pose and investigate their own questions about the past.

History provision in the Foundation Stage is covered under Understanding the World (ELG: Past and Present) area of learning. The children are given the opportunity to find out about past and present events in their own lives, and those of their families and other people they know.

Our history curriculum

History is taught through a creative curriculum which covers the objectives from the National Curriculum and is linked to other subject areas to add breadth of study. The following are the key areas which are developed through our history curriculum:

- To investigate and interpret the past.
- To build an overview of world history.
- To understand chronology.
- To communicate their learning using historical vocabulary.
- To understand historical concepts.
- To gain historical perspective and make connections.

Assessment

We assess the children's work in history by making informal judgements as we observe the children during lessons. Once the children complete a unit of work, we make a summary judgement of the work for each pupil as to whether they are working towards or, working at ~~or working beyond~~ the age-related expectations. We record the results in Insight Tracker and we use these to plan future work, report to parents/carers and to pass information on to the next teacher at the end of the year.

Monitoring and evaluating

To monitor and evaluate the teaching and learning of history, the co-ordinator does the following:

- Supports teachers via co-planning, team teaching, observing / giving feedback.
- Monitors teachers' medium term planning.
- Reviews resource provision.
- Works co-operatively with the SENCO.
- Discusses regularly with the headteacher and (if applicable) the history governor the progress with implementing this policy in the school.

Equal Opportunity

The history curriculum of the school will be planned, organised and taught in ways that are compatible with the school's Equal Opportunities Policy. All areas of history aim to promote equal opportunities in

accordance with the School Inclusion Policy, which recognises that every pupil should have access to the curriculum regardless of race, gender, disability or learning ability.

The subject leader and class teachers will ensure that the subject makes a significant contribution to this policy and promotes social inclusion. Particular care will be taken to ensure pupils develop an awareness of the following:

- The causes and consequences of prejudice, discrimination and inequality together with an appreciation of the treatment of disadvantaged groups.
- The need to challenge racist and sexist stereotypes, images and language.
- The importance of looking at historical situations and events from a variety of cultural, social, economic and political perspectives.
- The value of studying the history of a range of societies in different parts of the world and exploring the encounters between different cultures and cultural groups.