



Aims and objectives

In line with our school vision, the aim of history teaching is to instil and stimulate in children a curiosity and understanding of key historical events and the life of people who lived in the past.

The aims of teaching history in our school are:

- To foster in children an interest in the past and an appreciation of human achievements and aspirations.
- To learn how the beliefs of civilisations and individuals have shaped human history and can change its course.
- To enable children to know about significant events in British history and to appreciate how things have changed over time;
- To develop a sense of chronology within which children can organise their understanding of the past.
- To understand how Britain is part of a wider European culture and to study some aspects of European history;
- To have some knowledge and understanding of historical development in the wider world;
- To help children understand society and their place within it, so that they develop a sense of their cultural heritage;
- To develop in children the skills of enquiry, investigation, analysis, evaluation and presentation.
- To understand vocabulary related to the building blocks of history, for example, technology, invasion, civilisation, change. This is introduced with relevance to teaching and revisited in future learning.

Teaching & Learning Style

History teaching focuses on enabling children to think as historians. We have therefore established our curriculum provision from Key Stage 2 to ensure children are taught history chronologically. Each year group recaps what they have learnt and what will be taught next. This is visually represented on a timeline and ensures a deeper understanding and improved general knowledge of when key events took place.

We place an emphasis on examining historical artefacts and primary sources. Where appropriate, children are also given the opportunity to visit sites of historical significance, particularly those local to us: Sutton Hoo, West Stow Anglo-Saxon village, Colchester Castle, Framlingham Castle. We encourage visitors to come into the school and talk to the children, whether sharing their memories of childhood toys or hosting interactive workshops. We recognise and value the importance of stories in history teaching and we regard this as an important way of stimulating interest in the past; often, class readers support learning in a historical period. We focus on helping children understand that historical events can be interpreted in different ways and that they are encouraged to ask searching questions. We encourage children to do their own research through local history projects and homework activities that give creative opportunities for children to represent their learning.

We recognise the fact that there are children of different abilities, and we provide suitable learning opportunities for all children by:

- Setting common tasks which are open-ended and can have a variety of responses.
- Using adaptive learning to give children opportunities to share their ideas without restrictions.
- Setting tasks of varying difficulty, enabling all children to work to their full potential.
- Providing a range of challenges using different resources.
- Offering adult support in different ways

Our Christian Values of wisdom, courage, compassion, perseverance, community and respect are reinforced during the delivery of the history content and these attributes are highlighted when talking about people in history and the way in which the pupils complete tasks.

History Curriculum Planning

We use the national curriculum as the basis for our curriculum planning in history and have related this to the local context. Our curriculum planning is in three phases (long-term, medium-term and short-term).

Provision for history activities is part of the overall topic planning completed for each class termly. The subject leader for history oversees the curriculum coverage and ensures that requirements are met. We plan the topics in history so that they build upon prior learning. Children of all abilities have the opportunity to develop their skills and knowledge in each unit and, through planned progression built into the scheme of work, we offer them increasing challenge as they move through the school.

Early Years Foundation Stage (EYFS)

We teach history through the objectives set out in **Understanding the World** in the EYFS curriculum. It is an integral part of the topic work covered during the year. To further excite and enable learning we encourage parental visits into class to discuss their personal history. We use visual stimulus and artefacts to explore and discuss ideas about chronology and change. Children are engaged and excited to talk about their own experiences and begin to place events in order.

History makes a significant contribution to the ELG objectives of developing a child's knowledge and understanding of the world.

Teaching History to children with SEN

At our school we teach history to all children, whatever their ability. History forms part of the school curriculum policy to provide a broad and balanced education to all children. We enable pupils to have access to the full range of activities involved in learning about history.

The contribution of History to other subjects

History contributes to many subjects within the primary curriculum by providing the children with many opportunities:

English

- use the skills of reading, writing, speaking and listening
- discuss historical questions
- present their findings to the rest of the class
- Imagine/visualise events and situations in a historical context
- Think creatively to empathise with historical characters in a range of situations

Mathematics

- use numbers when developing a sense of chronology through doing activities such as timelines.
- interpret information presented in graphical or diagrammatic form

Information and communication technology (ICT)

- use their skills in data handling and in presenting written work
- research information using the internet, maps, online museum resources, local census etc
- use technology to present information

Personal, Social and Health Education (PSHE) and Citizenship

- explain their views on a number of social questions such as how society should respond to migration, or judge the legacy of a civilisation or event
- discover how to be active citizens in a democratic society by learning how laws are made and changed
- challenge stereotypes and to appreciate that racism is a harmful aspect of society
- learn how society is made up of people from different cultures and start to develop tolerance and respect for others.

Spiritual, moral, social and cultural development

- discuss moral questions, or what is right and wrong
- understand that Britain's rich cultural heritage can be further enriched by the multi-cultural British society of today.

Assessment and recording

We assess children's work in history by making informal judgements as we observe them during each history lesson. We have also introduced Knowledge Organisers to help children understand and use the correct terminology, key dates and information. Quick, low stakes quizzes or retrieval exercises are used to recap learning from the previous session(s), address misconceptions or gauge readiness within a learning sequence. At the end of a unit of work, the teacher makes a summary judgement about the work of each pupil in relation to the expectations stated in the medium term planning. This is often done by having an end of unit quiz. We use this to inform future planning and we pass this information on to the next teacher at the end of the year.

Monitoring and review

Monitoring of the standards of children's work and of the quality of teaching in history is the responsibility of the history subject leader. The work of the history subject leader also involves supporting colleagues in the teaching of history, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The policy will be reviewed every two years.

Reviewed: Peter Mabbitt

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