

# History Policy 2022/23



**‘Bringing faith and education together’**

## St George’s Church of England Primary School

### **Rationale:**

History is an essential tool of learning and communication through which we are able to understand the development of the modern world and how it came to be through the progression of the past. Skills learnt through History are applicable to everyday life.

### **Intent:**

At St George’s Church of England Primary School, we believe that good teaching of History allows children to gain secure knowledge and understanding of Britain’s past and that of the wider world. It should equip children to ask questions, think critically, weigh arguments and develop the ability to apply reasoned judgements, promoting enquiring minds within individuals through creative opportunities, such as visits and workshops, as well as creative and challenging teaching within our own school environment. This will develop the children’s love of learning and stay with them throughout their lives. High expectations from teachers will develop independence in

children to reach their potentials and encourage them to be life-long learners by celebrating their successes.

### **Aims:**

In teaching History we aim to develop in pupils:

- An understanding of how events from the past affect the present.
- An understanding of the increasingly multi-faceted character of society.
- To explore the common aspects of History arising from Wales/ Britain, Europe and the World.
- A knowledge, awareness and understanding of a range of skills linked to History.

### **Implementation:**

Within EYFS History falls within 'Understanding of The World' aspect of the EYFS. Children learn through experiences that introduce the concepts of time and change. Children in Early Years develop curiosity and interest in the features of objects and living things to describe and talk about what they see.

This is developed as they move through the primary phases through:

- A sequence of planned lessons across each year group with carefully planned progressive skills and knowledge.
- Exciting hooks to learning to inspire children and enrich classroom lessons
- Opportunity for retrieval and retention through low stake quizzing supporting children's working memory.
- Enrichment opportunities such as educational visits, workshops and visiting experts
- A knowledge organiser which outlines knowledge including vocabulary which is selected at appropriate levels for each year group.
- Challenging questions and activities within each lesson
- Support for children to allow all to meet the requirements of the National Curriculum.
- Links to the wider world to develop children's cultural capital.

### **Impact:**

Through the delivery of high quality History lessons within our school, we aim to contribute towards children's cultural capital and hope that our children will demonstrate that they are confident communicators, retrieving past information and applying learning across the primary phase. All children will have the same opportunities to achieve our curriculum through careful

support; which will lead to children making good progress through the progressive skills and knowledge based curriculum, understanding about their own past and how it affects their future.

### **Assessment and Monitoring of History:**

The children's books are monitored as well as the classroom learning environment by the Creative Team to ensure they are teaching the relevant skills and that the learning walls support and extend children's learning. Big books are also used to support assessment of History, showing whole class lessons and snapshots of the children's learning. We measure impact of our History curriculum through end of topic teacher assessments, low stake quizzes, pupil voice and written work.

### **Wider Opportunities:**

Where possible teachers are encouraged to take the children on Educational Visits to supplement the teaching of History as well as visitors and workshops within school being used to develop children's learning. School grounds and the local area should be used to support this learning, such as within Forest School sessions and using the mini bus for local trips.

### **Equal Opportunities**

All children have the same access and entitlement to high quality teaching and learning in this school, this is monitored through assessment. Particular vulnerable groups are monitored within this process to ensure their progress and wellbeing.

Our members of staff are treated fairly and are given information and support. We ensure equal access to training and CPD (professional development) to ensure that teaching, learning and assessment are very effective, and that skills are updated regularly through sharing information given at subject leader meetings and that this is filtered through the school.