



# **Kibworth CE** Primary School

A place of discovery and friendship

## **History** **Subject Policy**

This policy was approved as follows:

<b>Adopted by:</b>		<b>Date:</b>	2023
<b>Review Date:</b>	2026	<b>Review frequency:</b>	3 yearly

## **Rationale**

This policy outlines the teaching, organisation and management of the history taught and learnt at Kibworth Church of England Primary School. The school's policy for history follows The National Curriculum 2014 for history Guidelines and the Early Years Foundation Stage Framework and aims to ensure that all pupils:

- Develop an understanding of changes within living memory.
- Have knowledge of national and global events beyond living memory - *and understand how these have impacted on today.*
- Have knowledge of significant individuals who have contributed to life as we know it now.
- Have an understanding of the history of their own locality - *visit local areas and research the history of Kibworth and Leicestershire and understand how and why things have changed over time.*
- Understand Chronology - *understand where different eras from the past come in a timeline of British history.*

Where suitable, adaptations have been made to suit our school's environment and ethos.

## **Role of coordinator:**

- To be enthusiastic about history and demonstrate good practices.
- To work alongside colleagues in planning where needed (progress and activities).
- To work alongside teachers in the classroom (this will depend on release time and other available help).
- To co-ordinate and arrange staff in-service training as required.
- To audit resources.
- To manage the history budget.
- To "sample" the work of children across the age range (curriculum monitoring).
- To review and evaluate the effectiveness of teaching and learning of history.
- To provide guidance on the implementation of the history policy.
- To suggest appropriate assessment activities where needed.
- To provide support to those colleagues who request/require it, including help with planning and organisation.
- To monitor the planning and delivery of lessons.

## **Intent**

A high-quality history education provides foundations for pupils to gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, follow lines of enquiry, think critically, weigh evidence, sift arguments, 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.

### **Extra-curricular activities:**

At Kibworth Primary school we offer a wide range of experiences and opportunities for all. Our history topics allow for inspirational trips and knowledgeable visitors to teach us about the past in a variety of new and exciting ways.

### **Let your light shine in History:**

Through the teaching of history at Kibworth Primary school, we aim to ensure the children are equipped to deal with the demands of the 21st century and become lifelong learners.

- For children to work co-operatively with others, listening to their ideas and treating these with respect.
- For children to become inquisitive learners and want to ask and answers relevant questions about the past.
- For children to develop respect for the past and understand how it impacts on their own lives and that of others.

## **Implementation**

### **The Foundation Stage:**

At Foundation level, history is an integral part of topic learning and should be embedded throughout activities. At this stage, the 'understanding the world' area of learning commands at least one hour of structured time per week and is evident throughout other learning tasks. Cross-curricular links will also be made to other subjects so that pupils can develop and apply their historic knowledge and begin to develop vocabulary linked to time and chronological order. For example, through the ideas of 'past' and 'present'. This may be done through ordering parts of a story they have looked at in their early reading or thinking about how they have changed over time.

In the foundation stage, appropriate activities which develop young children's understanding of the world around them are to be planned in line with the Early Years Foundation Stage Framework 2021, using the necessary strands.

### **Content for Key Stage 1 and 2 and curriculum coverage:**

Across both key stages, each year group will have at least one topic that predominantly involves history, where the children will follow one or two main lines of enquiry. Using questions as a key focus point will encourage the children to develop their ability to research, explore, summarise, and weigh up information in order to draw independent conclusions. Thus, developing children who are able to use and build upon historical enquiry skills.

The programme of study for history is set out for Key Stage 1 and Key Stage 2 and schools are required to teach the relevant content by the end of the key stage. Within each key stage, schools therefore have the flexibility to introduce content in any order.

Each unit of learning is taught and developed during the children's time at the school through a variety of history topics which have been adapted from the National Curriculum 2014. Cross-curricular links are also made where possible to enhance the learning of history.

#### **Progression and continuity of key knowledge or skills:**

The skills and knowledge within the curriculum will be taught progressively across the year groups and key stages, as progression maps show. Key Stage 1 show and measure progression through the key themes: within living memory, beyond living memory, lives of significant people and local history. Key Stage 2 show progression through the key themes of: chronology, aspects of life, legacy/achievements, and local history. To support the teaching and understanding of chronology, as well as the comparative nature of thematic history, the Key Stage 2 curriculum is currently transitioning to the teaching of history in chronological order.

#### **Teaching and learning strategies:**

It is important that the teacher identifies the most appropriate teaching strategy to suit the purpose of the particular learning situation and to meet the gaps and needs of the children in their class. Teachers should use their flair, enthusiasm and professional judgement to identify the most sensible, enjoyable and safe methods for the work being conducted.

There are a variety of ways in which the teaching may be effective, and our school aims to encourage learning through investigation, with an emphasis on first-hand experience. History lessons have no imposed formal structure but should typically contain some of the following elements:

- *Discussion:* What they already know from experience, what they have learnt so far, what they will be finding out next or what they want to find out next. Where necessary, mind mapping and question boards are appropriate methods for recording these discussions.
- *Teaching:* Most teaching of history will take place directly to the whole class. However, this can sometimes be through group or individual work also.
- *Investigating/enquiring:* Working within groups or individually, practising skills, finding out answers, being encouraged to compare and analyse a range of sources. Where groups are required, the teacher should consider which type of grouping will best suit the needs of the children.
- *Recording:* recording what they have found out can be written in a range of formats or using the computer and other media.
- *Communicating:* sharing what they have found out with each other, the teacher, other classes and adults as appropriate. This could take place as an express towards the end of the topic to showcase what they have learnt in history and the impact it has had on them, in a creative way.

### **Links with other curriculum areas – Knowledge and Skills:**

Where appropriate links with other curriculum areas will be made explicit during teaching. For example, children may summarise their knowledge from a history topic in a variety of ways (e.g. a letter from the past, a newspaper article of a significant event in history etc.) to support their learning in Literacy.

There are strong links between the history and Geography curriculums. On many occasions, the children will learn *when* Historical eras took place, *where* they took place and *what* the human and physical geography of the place was like. This may include the use of Ordnance Survey maps and the associated skills. This is to ensure that the children get a better understanding of the period in history and can begin to justify why things have happened and how they have changed.

Our teachers create lessons that motivate our pupils by finding a variety of ways for them to learn through other curriculum areas also. For example, learning about history through drama or researching on a computer using different sources. These links will be clear and relevant and will be evidenced in the year group planning and learning journeys.

### **Links with other cross curricular areas – spirituality, PSHE, citizenship, multi-cultural, British Values:**

Our programme of history education aims to develop skills and attributes such as self-esteem, resilience, risk management, critical thinking, tolerance of others and teamwork. In Key Stage 2, the social and emotional impact that historical teaching and learning has had on the children can be discussed during our 'Legacy' theme where the children have the opportunity to think about the impact that historical time periods or events have had on today. This can be shared, reflected upon and observed during an express phase of the topic.

### **Equal opportunities and Inclusion (Provision for more able, SEND, EAL etc):**

All pupils will have equal opportunity to reach their full potential across the history Curriculum regardless of their race, gender, cultural background, ability or any physical or sensory disability.

If a child has a special educational need, we will do our best to meet their individual needs. We comply with the requirements set out in the SEND Code of Practice in providing for children with special needs. If a child displays signs of having special needs, his/her teacher liaises with our Inclusion Manager to assess their needs and to set up individualised provision. In most instances the teacher is able to provide resources and educational opportunities which meet the child's needs within the usual class organisation. If a child's need is more severe, we will ensure that they have the appropriate provision to meet their needs. We may involve appropriate external agencies if needed.

**Resources:**

Central resources in history are the responsibility of the history Lead who has a budget available. All staff will aid the history Lead in keeping the resources tidy and return items to the correct place to ensure that resources are easy for all staff to find. Staff are to report all items that are missing, broken or to request equipment required in order to enhance the teaching and learning of history to the history lead.

**Health and Safety:**

All trips and visits will have a risk assessment created and signed by the relevant members of staff and any other adults involved. Where necessary, individual risk assessments will be made and shared with any responsible adults.

The upkeep and safety of the resources is the responsibility of all staff and any broken items that are deemed unsafe to use must be reported to the history lead so these can be disposed of appropriately and replaced.

**Impact**

**Assessing progress:**

Children's progress will be monitored using informal assessment i.e. observations, marking of work and questioning children to identify what they have understood. Individual trackers will be completed by the class teacher, recording which children are working towards age related expectations and those working above. These assessments will be made termly and this information can then be relayed to the next year group during handover.

Individual progress is also reported back to parents on a termly basis, either through parents' evenings or a written report.

The history lead will monitor the teaching and learning of history by collecting and talking through work samples to ensure standards are met. Any feedback will be given to the relevant year groups or individuals and shared during staff meetings.

**Policy review:**

<b>Review Date:</b>	<b>2026</b> <i>This policy will be reviewed every year by the history Lead. Any suggested amendments will be presented to the Advisory Board for approval.</i>
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