
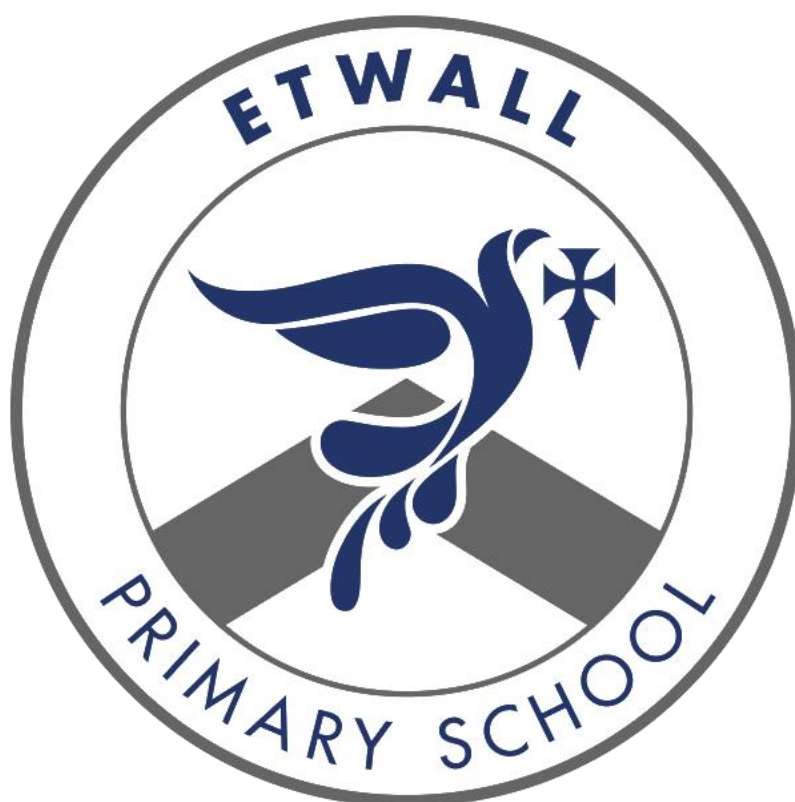


<b>Document owner</b>	Etwall Primary School	<b>Approved by:</b>	
<b>Author:</b>	BS	<b>Headteacher</b>	
<b>Version:</b>	V4 Nov 2021	<b>Next Review</b>	November 2024
This policy has been reviewed on 25/08/2021 and has been impact assessed in the light of all other school policies and the Equality Act 2010.			

# History Policy



At Etwall Primary School we believe that everyone should be included and that there is equality of opportunity for everyone, regardless of race, gender, ability, disability and social factors. This policy is intended to be inclusive of all in the school and wider school community.

## **Etwall Primary School History Policy**

### **Introduction**

This policy outlines the teaching of history taught and learnt at Etwall Primary School.

The policy has been drawn up as a result of staff discussion and has the full agreement of the Governing Body.

We use the National Curriculum as the basis of our curriculum planning in History. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge and we build progression so that the children are challenged as they move up through the school. Key Stage 1 plan on a two year rotation cycle, key stage 2 on a four year. By doing so we ensure that children have complete coverage of the National Curriculum without repeating topics.

### **The aims of history in our school are:**

- ❖ to foster in children an interest in the past and to develop an understanding that enables them to enjoy all that history has to offer,
- ❖ to understand how the past influences thinking about the present,
- ❖ to help children develop a chronological framework for their knowledge of significant events and people,
- ❖ to enable children to know about significant events in British history and to appreciate how things have changed over time,
- ❖ to ensure children have an understanding of significant people in history and how their actions have shaped our present day.
- ❖ 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 an understanding of their local area past and present,
- ❖ to understand history from the earliest times to the present day
- ❖ to understand that aspects of the past have been represented and interpreted in different ways,
- ❖ to support children in using sources of information to answer questions about the past.

### **Learning and Teaching**

We always explain what we want pupils to know, understand and be able to do through the history what they are about to do, we use a key question to direct pupils' thinking and enquiry about the past, place an emphasis on examining historical artefacts and use stories to stimulate children's interest about the past. In each key Stage we enrich the curriculum and give children the opportunity to visit places of historical significance and invite visitors to school to talk to the children.

We recognise that in all classes there are children of widely different abilities in history and we aim to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

### **To assess pupils' progress in history we:**

- ❖ Gather evidence of what individual pupils know, understand and can do in history by observing them at work, listening to and discussing with them,

and evaluating any work they produce. This could be in the form of displays, work in books and photographs.

- ❖ Report annually to parents on how well the pupil has achieved.
- ❖ Use end of key stage expectations set out in the Programme of Study, within the new National curriculum, to check what children have learned and whether they are on track to meet expectations at the end of the key stage.

## **The contribution of history to other subjects**

### **English**

History contributes significantly to the teaching of English in our school by actively promoting the skills of researching, reading, writing, speaking and listening. Children develop oracy through discussing historical questions or presenting their findings to the rest of the class. They develop their writing ability by using a range of genres i.e. reports, letters, posters and leaflets.

### **Mathematics**

History teaching contributes to the teaching of mathematics in a variety of ways. Children learn to use numbers when developing a sense of chronology through doing activities such as time-lines. Children learn to interpret information presented in graphical or diagrammatic form.

### **Computing**

Children use their computing skills in history to enhance their skills in data handling and in presenting written work, and they research information using the Internet. Children have the opportunity to use digital resources such as digital cameras, educational APPs on tablets, researching using the Internet, using a [computer](#) to create, edit, and print their work and electronic texts.

### **Personal, social and health (PSHCE) and citizenship**

History contributes significantly to the teaching of personal, social, health and citizenship education. Children develop self-confidence by having opportunities to explain their views on a number of social questions. They learn how society is made up of people from different cultures and to further develop tolerance and respect for others.

Reviewed: Nov 2021