



HARLINGTON LOWER AND SUNDON LOWER SCHOOL **HISTORY POLICY**

Approved by Board of Governors: February 2025
Next review: February 2027

PHILOSOPHY

We believe that the school will encourage, extend and develop each child's 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, think critically, weigh evidence, sift arguments, and develop perspective and judgement.

AIMS

We aim to provide quality teaching and learning of history in accordance with the requirements of the National Curriculum and provide a well-balanced education.

We aim to ensure that all pupils:

- Know and understand the history of the nation as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.
- Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations: the expansion and dissolution of empires: characteristic features of past non-European societies: achievements and follies of mankind.
- Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.
- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.
- Understand the methods of historical enquiry, including how evidence is used vigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.
- Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history: between cultural, economic, military, political, religious and social history: and between short- and long-term timescales.

IMPLEMENTATION

- The school will ensure the content and coverage is planned across the scheme of work for each key stage.
- That there is differentiation and progression.
- That marking is completed using the marking policy.
- That there will be liaison between the subject leader and the teachers to promote good practice.
- Planning should be looked at regularly, as a whole school, to ensure a continuation of good cover of the curriculum, and to build on previous year's experiences.

TEACHING AND LEARNING

- History will be taught regularly although may be in blocks, each class teacher to ensure a broad balanced curriculum across the year.
- There will be a range and flexibility of teaching styles, e.g. whole class teaching, small groups and individual work.
- History will be taught as a stand-alone subject, links will be made cross-curricular where appropriate.
- Differentiation will be arrived at through accessibility to sources, complexity of task or expectation of outcome.

Early Years (Understanding of the World)

This covers the subjects Geography, Science, DT, History, RE and ICT. This is a major area of learning and enquiry focusing on children's developing knowledge and understanding of their environment, other people and features of the natural and made world. It provides a foundation for historical, geographical, scientific and technological learning.

Key Stage 1

Pupils should be taught about:

- Changes within living memory
- Events beyond living memory that are significant nationally or globally
- The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods
- Significant historical events, people and places in their own locality.

Key Stage 2

Pupils should be taught about:

- Changes in Britain from the Stone Age to the Iron Age
- The Roman Empire and its impact on Britain
- Britain's settlement by the Anglo-Saxons and Scots
- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- A local history study
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- The achievements of the earliest civilisations – an overview of where and when the first civilisations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece
- A non-European society that provides contrasts with British history

RESOURCES

The School will resource the requirements of the National Curriculum, by

- Twinkl
- Hamilton Trust
- Published schemes, e.g. 100 New Curriculum History lessons.
- DVDs, music, I.C.T., visual materials, artefacts, photographs, buildings and documents.
- Visits to museums etc., and visits into school of relevant personnel e.g. a visit from an archaeologist for hands on experience.
- Liaison with the Middle School to avoid overlap.
- Where budget restraints allow we will continue to build up our own artefacts and teaching materials.

MANAGEMENT

- The management of History will be overseen by the History Subject leader, who will liaise with the Head and the rest of the staff to promote and develop a balanced and broad coverage of the History curriculum.

ASSESSMENT, RECORDING and REPORTING

- Assessment is on-going with children being judged against the National Curriculum statements.
- Progress and attainment in History to be reported in the end of year report.
- Coverage and standards will be monitored by the subject leader who will look at planning, carry out learning walks, looking at children's work and discussions with children..



We support children in becoming well rounded individuals where they naturally demonstrate the values of the school in all aspects of their lives.