



# History Policy

September 2024

**Holly Primary School**  
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## **1. Aims and Objectives**

### **General Statement**

The teaching and learning of History is essential to the development of a child's understanding of the world around them. By giving children the opportunity to explore and research the actions of people and events in the past, they are able to develop their own ideas, beliefs and values. 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. History helps pupils to understand the complexity of people's lives, the process of change and the diversity of societies and relationships between different groups.

### **Specific Aims**

At Holly Primary School, the aims of History are:

- To instill in the children a curiosity and understanding of events, places and people in a variety of times and environments.
- To develop an interest in the past and an appreciation of human achievements and aspirations
- To develop a sense of chronology so the children can organise their understanding of the past
- To learn about the major issues and events in the history of our own country and of the world and how these events may have influenced one another
- To distinguish between historical facts and interpretation.
- To understand how Britain is part of a wider European culture and to study some aspects of European history
- To gain and use historical vocabulary
- To provide opportunities for children to develop their skills of enquiry, analysis and investigation.

## **2. Approaches to Teaching and Learning**

History teaching focuses on enabling children to think as historians. Whenever possible we provide children with first hand experiences and place an emphasis on examining historical artefacts, photographs and primary sources.

In each key stage, we give children the opportunity to visit sites of historical significance. We encourage visitors to come into the school and talk about their experiences of events in the past. At Holly Primary School, we recognise the fact that we have children of differing ability in all our classes, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies that are differentiated by task, expected outcome and/or support from peers or adults.

## **3. History Curriculum Planning**

The following topics are taught in History in Holly Primary School,

Key Stage 1:

- Old and New Toys
- Samuel Pepys's Diary (Great Fire of London)
- Florence Nightingale
- Neil Armstrong
- Tuxford Windmill
- Victorian Seaside

Key Stage 2:

- Stone Age
- Roman Empire
- Anglo-Saxons and Scots
- Vikings
- Mining
- World War 1
- World War 2
- Tudors
- Ancient Egypt
- Ancient Greece
- Mayans
- Crime and punishment

## **Key Stage 1**

The 2014 National Curriculum at Key Stage 1 focuses on developing children's awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. Children should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

In planning to ensure the progression described above, through teaching about the people, events and changes outlined below, teachers may introduce pupils to historical periods that they will study more fully at Key Stage 2.

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
- Significant historical events, people and places in their own locality

## **Key Stage 2**

The 2014 National Curriculum at Key Stage 2 should continue to allow children to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

In planning to ensure the progression, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

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 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 civilizations - an overview of where and when the first civilizations 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 study of Greek life and achievements and their influence on the western world
- A non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300

### **Assessment in History**

Assessment in history is ongoing and designed to inform teaching, monitor pupil progress, and support curriculum planning. Teachers assess pupils through a combination of formative methods such as questioning, observation, and marking of written work, as well as summative tasks at the end of a unit through the forms of mini quizzes. Assessment outcomes are used to identify gaps, inform adaptation, and ensure that pupils are making progress. Feedback is given to pupils in line with the school's marking policy to support reflection and improvement.

### **Enhancement of the curriculum**

Enhancing the history curriculum at Holly takes place through the use of engaging resources and educational trips to make the past come alive for pupils. We subscribe to Access Artefacts, who provide high quality historical resources, to allow pupils to grasp the context of sources and embed their learning. Throughout the school year, the pupils visit various educational establishments to ensure the children have a lasting interest in history and how the past has shaped the present.