

# History Policy



Welley Road  
Wraysbury, Staines  
TW19 5DJ

Headteacher: Mrs A Fox

Produced by:  
Approved by:  
Review:

**Tamsin Stack**  
**History Subject Governor - June 2020**  
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## Introduction

This policy outlines the purpose, nature and management of teaching and learning of HISTORY from the Programme of study of the National Curriculum.

### The Nature of History

History is a study of the past and an understanding of how past events and people have affected the present time.

## INTENT

- For pupils to gain a coherent knowledge and understanding of Britain's past and that of the wider world.
- To offer a range of learning experiences to inspire pupil's curiosity, to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement.
- To help pupils 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.

### National Curriculum Aims

The national curriculum for history aims to ensure that all pupils:

- Know and understand the history of these islands 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 rigorously 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

History is taught as part of a topic based approach to the curriculum, linking it with Geography, Art, DT, Music, English, ICT and RE where appropriate. Planning is based on the New Curriculum subject content for History for KS1 and KS2.

The areas covered are as follows:

### Foundation Stage:

- Understanding the World - People and Communities Early Learning Goal
- Different topics chosen by the children's interests

- Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

## **Key Stage 1:**

Pupils will develop an awareness of the past, using common words and phrases relating to the passing of time. They will be taught where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They will be expected to use a wide vocabulary of everyday historical terms. They will be encouraged to 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 will be shown some of the ways in which we find out about the past and identify different ways in which it is represented.

### **Year 1:**

- 'Rags to Riches' – Toys from the past
- 'To Infinity and Beyond' – Significant Others (Tim Peake, Neil Armstrong, Helen Sherman)
- 'Beside the Seaside, Beside the Sea' – Seaside then and now, Significant others (Queen Elizabeth and Queen Victoria)

### **Year 2:**

- 'Wheels and Wings'- Inventors/Transport
- 'Oops it's on Fire!' – The Great Fire of London, Significant Others (Samuel Pepys)

## **Key Stage 2:**

Pupils will continue 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 will be taught to note connections, contrasts and trends over time and develop the appropriate use of historical terms. They will be encouraged to regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They will learn how to construct informed responses that involve thoughtful selection and organisation of relevant historical information. They will understand how our knowledge of the past is constructed from a range of sources.

## **Lower Juniors:**

### **Year 3/4**

- 'Phunky Pharoahs' – The Egyptians
- Famous Inventors
- 'Swords and Sandals'- The Romans
- 'Scandalous Scoundrels' - The Vikings: Viking Raids and Invasion, Edward the Confessor and the Saxons

## **Upper Juniors:**

### **Year 5:**

- 'Who let the Gods out?' - The Ancient Greeks
- 'May be the Force be with you'- History of Space – links to Modern History
- 'Back to Basics' - The Stone Age to the Iron Age
- 'Shakespeare Rocks' – Shakespeare/Elizabethan
- 'Wraybury Wonders' – Local history- Ankerwycke Yew/Magna Carta

### **Year 6:**

- 'We'll meet again' – WW2
- 'Road Trip' - Mayan Civilisation and how it contrasts to British History
- History of Medicine and Surgery

## **Implementation**

- Plans will meet the needs of all children based on all learning styles.
- Plans will be adapted to meet the needs and interests of individual classes.
- Cross-curricular planning will allow for History to be delivered creatively in a variety of contexts.
- Use a range of resources to deliver quality lessons, (artefacts, photographs, music, visitors, drama).
- Each class or phase has the opportunity for an educational visit/visitor, linked with a current History Project.
- Parental involvement: - outside information can be encouraged by members of families discussing topics or by requesting information in a termly newsletter
- It is also expected that phases will make children and parents aware of forthcoming projects to enable active parental involvement at an early stage
- Topic based homework challenges (Brain Builders)

## **Special Needs**

Work should be adapted to ensure access to knowledge and skills. This should be applied to the children who need work in small steps and stages in addition to those children who need to be extended.

## **Equal Opportunities**

ALL pupils have an equal right to the curriculum and for teachers to give consideration to their roles.

## **IMPACT**

Assessment is on-going and based on the learning objectives of the lesson through assessing both oral and written work of the children by the class teacher. Any feedback is noted by the History Subject Leader for future revision of the unit as necessary.

## **Role of the Subject Leader**

- Providing support to the Staff on the subject and informing them of any changes
- Monitor the teaching and learning of the subject
- Monitoring and provide resources when necessary within budget limitations
- Promoting relevant activities to the staff.

## **Resources**

Resources are kept in the History section in the School's Resources Room. Areas of the History Curriculum have labelled resource boxes. Books relevant to each topic are kept in the Library.