

Christ Church C.E. Primary School, Walshaw

History Policy

1 Aims and objectives

- 1.1** The aim of history teaching here at Christ Church Primary School is to stimulate the children's interest and understanding about the life of people who lived in the past. We teach children a sense of chronology, and through this they develop a sense of identity and a cultural understanding based on their historical heritage.
- 1.2** The aims of history in our school are:
- know and understand the history of Britain 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
 - understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections
 - 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
 - to develop in children the skills of enquiry, investigation, analysis, evaluation and presentation.

2 Teaching and learning style

- 2.1** History teaching focuses on enabling children to think as historians. We place an emphasis on examining historical artefacts 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. We recognize and value the importance of stories in history teaching and we regard this as an important way of stimulating interest in the past. We focus on helping children understand that historical events can be interpreted in different ways and that they should always ask searching questions, such as 'how do we know?' about information they are given.
- 2.2** We recognise the fact that in all classes there are children of widely different abilities in history, and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:

- Use of Kagan structures which are embedded in our school.
- setting common tasks which are open-ended and can have a variety of responses.
- setting tasks of increasing difficulty, not all children complete all tasks.
- grouping children by ability in the room and setting different tasks for each ability group.
- using classroom assistants to support children individually or in groups.

3 History curriculum planning

- 3.1** We have developed a creative curriculum and the subject is explicitly to the children, the children know when they are in a History lesson and will complete their work in a History book in key stages 1 and 2. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each topic and we build planned progression into the scheme of work so that the children are increasingly challenged as they move up through the school.
- 3.2** In FSU, the subject is introduced to the children through 'Understanding the world' as they will retell stories and mark significant world and historical events. In Key Stages One, history is taught through a two year rolling programme and in Key Stage Two each class has set topics which appear in chronological order, although it is made clear in upper key stage 2 that some topics run concurrently to others that they have been previously taught. The long-term plan maps the history topics studied in each term during each key stage. The history subject leader works alongside teaching colleagues in each year group to ensure National Curriculum coverage and the children study some history topics in conjunction with other subjects-some topics have a particular historical focus. We teach the knowledge, skills and understanding set out in the National Curriculum through the corresponding programme of study.

4 The contribution of history to other subjects

4.1 English

History contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. High expectations of grammatical accuracy and presentation are set within written work.

4.2 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 timelines. Children learn to interpret information presented in graphical or diagrammatic form. In addition to this, pupils also learn about Roman Numerals during the topic about the Roman Invasion of Britain.

4.3 Computing

We develop computing skills throughout the teaching of history. Children use computing in history to apply their skills. We use the iPads so that pupils can demonstrate their work on a variety of apps such as Purple Mash and Seesaw. The Children also use iPads to conduct research, create videos and capture images to enhance their historical learning.

4.4 Spiritual, moral, social and cultural development (PSHE)

History contributes significantly to the teaching of personal, social, citizenship and health education. They learn how society is made up of people from different cultures and start to develop tolerance and respect for others. Also, when teaching history, we contribute to the children's spiritual development where possible. For example, during WWII children reflect upon the people who gave their lives to fight for their country.

Assessment and recording

- 5.1** Teachers are able to assess pupils using support and resources from Keystage History. Teachers are to give pupils an assessment task, which is usually an open-ended question, image or sorting activity. Teachers are then to compare children's answers to the given mark scheme and make a judgment if they are working at the expected standard, below or above. Key stage one will complete these tasks four times over the course of the two-year rolling programme and key stage 2 will complete two a year. Teachers can also use end of topic low stakes quizzes/mind maps to help aid judgements. Teacher judgements will then be uploaded on to Insight, where it can be monitored and analysed by the History subject lead.
- 5.2** The history subject leader keeps samples of children's work in an online portfolio. These demonstrate the progression of skills in each age group in the school and celebrate the achievements in the subject.

Monitoring and review

- 6.1** Monitoring of the standards of children's work and of the quality of teaching in history is the responsibility of the class teacher, the senior leadership team and the history subject leader. The work of the history subject leader also involves supporting colleagues in the teaching of history, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The history subject leader gives the SLT annual feedback in which s/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement.

Reviewed - June 2026