

St. Margaret's Anfield Church of England Primary School

Jesus said, "Love one another as I have loved you" John 13:34.
Therefore, by faith and work, be the change you want to see.

With God, all things are possible.



Policy for History

Miss S. Hannah

Version	Date	Action	Review Date
Version 1	February 2023	Adopted by Governing Body	February 2024
Version 2	February 2024	Reviewed and adopted by FGB	March 2025

Purpose of Study

A high-quality history education will help pupils gain a coherent 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 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, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

National Curriculum 2014

Overview

In St. Margaret's Anfield we will, through effective teaching and learning of the knowledge, skills and understanding of history, help all children to develop an understanding of time, place, people and events. We will use the National Curriculum History Guidelines as the basis for our scheme of work and will make meaningful links with other subjects within the curriculum. Our aim is to ignite a curiosity to learn about the past that will help children understand who they are and how their environment and the world has changed over time.

1. Aims and Objectives

- be secure in their knowledge and understanding of people, events and contexts from the historical periods covered.
- have the ability to think critically about history and communicate confidently in styles appropriate to a range of audiences.
- have the knowledge to consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate historical evidence derived from a range of sources.
- have the knowledge and ability to think, reflect, debate, discuss and evaluate the past, forming and responding to questions and lines of enquiry.
- respect historical evidence and have the knowledge and ability to make robust and critical use of it to support their explanations and judgements.

1.2 Knowledge, Skills and Understanding

The following are built upon in each year group:

1. Chronological understanding - constructing and sequencing the past
2. Continuity/ change
3. Causation
4. Similarities/ difference
5. Evidential thinking

1.3 History teaching at St Margaret's helps pupils to:

- Access the past through the structured teaching of important events in the history of Britain, Europe and other parts of the world.
- Build a clear chronological framework of the development of societies from ancient to modern times and making links across different study units.
- Investigate local history.
- Learn about and interpret the past from a range of primary resources.
- Explore first-hand experiences, visits, visitors, and artefacts.
- Take greater responsibility for their learning.
- Develop their feelings and 'empathy' for others, through their understanding of the past and of lives in different conditions.

2. History in the Curriculum

A curriculum map has been devised in order to provide a framework for the History taught within our school. The National Curriculum provides further guidance by outlining the subject content that should be taught within each Key Stage. The History taught in Nursery and Reception is governed by the Early Years Foundation Stage document. The whole school plan aims to ensure that learning is progressive and that historical skills are central to learning.

Through our history teaching we will provide learning opportunities that enable all pupils to make good progress, focusing primarily on the key knowledge, understanding and skills. We aim to do this by setting suitable learning challenges and responding to each child's different needs. History teaching will focus on enabling pupils of all abilities to think as historians. We will encourage children to engage in history at a personal level by drawing on their existing knowledge, skills and understanding of the topic. Where possible, we will teach history through sensory experiences such as re-enactments, drama and role play, and the use of visitors.

2.1 Expectations in Early Years for People and Communities:

Specific areas include essential skills and knowledge for children to participate successfully in society. EYFS 2022

- Understanding the World

Expected - Nursery

- Begin to make sense of their own life-story and family's history.

Early Learning Goal - Reception

- Talk about lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

2.2 Key Stage 1 Pupils should be taught about:

- Changes within living memory and where appropriate, these should be used to reveal aspects of change in national life.
- Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries].
- 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton, and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell].
- Significant historical events, people, and places in their own locality.
- Changes in Britain from the Stone Age to the Iron Age

2.3 Key Stage 2 Pupils should be taught about:

- 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.
- Ancient Greece - a study of Greek life and achievements and their influence on the western world History 192
- 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.

2.4 Spiritual, Moral, Social and Cultural Development

History promotes a learning environment which is intriguing and explorative, increasing self-esteem through curiosity and interpretation. Pupils learn to appreciate the achievements of significant individuals from the past. They show empathy about past times and explore feelings associated with events. Pupils realise that the actions of individuals have impacted on our world today and appreciation is shown for the sacrifices and developments that have taken place.

Our History curriculum encourages children to develop their own questions, thoughts and beliefs about past events. The notion of right and wrong is explored and through this, children develop an awareness of justice. Pupils show compassion for the dilemmas that our society faced and empathy for the decisions that were made. This encourages children to develop their own values.

Through a combination of substantive and disciplinary knowledge, pupils learn about and compare significant people, places and events in different time periods. Pupils recognise how human rights have developed and how the actions of others, different viewpoints and decisions have not only made History but have impacted our world today.

Pupils recognise how their culture has evolved from past to present and they show awareness of the similarities and differences of different cultures within History. Knowledge of our multicultural society is enhanced through learning about local, British, European and world history. Pupils develop respect, wisdom and empathy for the contribution that culture has given to human development and our world today.

3. Implementation, Planning and Assessment

3.1 Organisation

History is taught through topics and often shares many cross-curricular links with other subjects. It is implemented at different times throughout the year, alternating with Geography. Lessons are taught weekly or in blocks, depending on the topic. There are opportunities to revisit learning within the year and from previous years. Enrichment opportunities are apparent throughout the school and include educational trips, visitors and enhancement weeks. In Early Years, lessons often link with children's experiences and are mostly taught through incidental opportunities, celebrations and stories.

3.2 Planning and Resources

History objectives are outlined on a long term 'end of year assessment' document from Early Years to KS3 which staff can access to plan for coverage and progression between year groups. A more detailed medium term plan is then completed to show the lesson sequence in order to answer an end of topic question and to ensure that previous learning is being built upon (Y1-6). The teaching in Early Years is included within the planning sequence of Understanding the World. Many resources have been made available to staff during staff meetings and these are saved on the teacher drive. Other resources that are needed are discussed with the History leader.

In lower Key Stage Two, we are currently following the Opening Worlds Programme.

3.3 Monitoring and Assessment

History is monitored through learning walks and observations where teaching and learning is seen in action as well as in the environment through displays. Pupil and staff voice, as well as book looks, also provide a strong monitoring opportunity. Planning is checked to ensure continuity, progression and coverage. The end of term summative assessment spreadsheet in History is accessed in all year groups to monitor and analyse attainment.

Reports are made to the Governing Body each year.

Subject Leadership

- To liaise with and to support staff in the implementation of History teaching.
- Monitor the teaching and learning of History, ensuring coverage and progression.
- Liaise with staff to identify and organise resources for History.
- Promote the use of intriguing environments for History through the use of displays, working walls, questioning and artefacts.
- To arrange staff training when necessary to update and strengthen knowledge.
- Arrange an enhancement day/week to support the teaching of History.

- To review this policy document and revise as appropriate in accordance with school policies and National Curriculum requirements.

Policy Written by: S.Hannah

To be reviewed: March 2025