



History Policy 2023-24

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Date for review:	
Signed:	Headteacher
Signed:	Chair of Governors



Heygarth Primary School's History Intent

We believe that a love of History begins in Foundation Stage, where children develop a curiosity for the past through play, which will be nurtured throughout school life. We provide children with a strong chronological knowledge of periods of History, enabling them to develop a thorough timeline of how society has developed. They will be able to compare and contrast themes and events throughout History and will use their knowledge from Year 1 all the way up to Year 6 to develop their arguments. We will provide a curriculum that encourages children to be critical thinkers, evaluating evidence and discovering how Historians work, through hands-on exploration of artefacts, clues and secondary sources.

History rationale

The history curriculum at Heygarth is designed to be both knowledge-rich and coherently sequenced. Children will develop; their substantive knowledge of historical events and people (the key facts of each era), understanding of substantive concepts (such a 'monarchy', 'invasion' and 'settlements'), disciplinary knowledge (how Historians work) and chronological knowledge (where everything fits on a timeline). This is underpinned by curiosity, which is developed in EYFS, through the use of stories and experiences, and nurtured throughout your child's journey at Heygarth.

Historical understanding begins in EYFS, where children develop a sense of 'past' and 'present', through stories and everyday experiences. In Key Stage One, children study key events and people as laid out in the National Curriculum, this covers a broad range of both national and international events, and develops an understanding of how people from around the world have lived and contributed to life as it is today. Our children explore Port Sunlight and the history that surrounds the village, developing an interest in the history of our local area. Our Key Stage Two curriculum is then sequenced chronologically, from the Stone Age to Present Day, to allow children to develop a more salient understanding of chronology, enabling them to link periods of history with a strong sense of where they fit into a wider timeline. Through this sequencing and carefully chosen substantive knowledge, children develop a wide-ranging understanding of a variety of periods throughout local, British and World history, without compromising depth.

This substantive knowledge, built on each year, is chosen to allow children to confidently compare and contrast different eras as they move through the school. Each year, revisiting previously learnt knowledge in order to explore the golden threads of history, the substantive concepts (for example: democracy, monarchy, invasion and settlements). This further embeds the children's knowledge and understanding of how history is linked, both

thematically and chronologically, across the years, and ensures that knowledge is retained securely. Through a hands-on approach to learning, children have the opportunity to explore primary and secondary sources, developing their disciplinary knowledge of how Historians work. This builds on the curiosity nurtured in EYFS and throughout school, and supports all children, no matter their starting point, to become critical thinkers, able to evaluate and discuss the reliability of a range of sources confidently.

At Heygarth, we believe that through breaking down the history curriculum into these four areas, which are intrinsically linked, we are giving children strong foundations on which to develop a love of history and an understanding of how Historians work. This will allow our children to continue their historical learning journey beyond Heygarth, with the knowledge and skills needed to thrive.

An understanding of history is important.

We believe that the study of history is essential for our children as they develop into well-rounded global citizens. Children develop their skills of enquiry, deduction, analysis, evaluation and inference whilst learning to question the world around them and starting to increase their understanding of the past, making links between civilisations and eras, as well as its relation and relevance to the present.

Curriculum Provision

When delivering the history curriculum, we aim to further support the children's understanding of chronology by organising our history curriculum across KS2 in chronological order.

There is a focus on British history but other civilisations are taught e.g. Ancient Egyptian civilisation, Ancient Maya and Ancient Greece. This allows the children to make links and connect civilisations in time and tradition. Effort is made to increase the relevance of periods studied by making links where possible with other curriculum areas and the school's local area - throughout their time at Heygarth Primary School, children learn about the history of Port Sunlight, Eastham Woods and Liverpool.

The contribution of history to other subjects

We aim to maximise opportunities for links in our curriculum. However, we are always clear of our purpose and focus - ensuring that the key historical attitudes and skills we wish to foster do not become consumed by the demands of another discipline.

English

History contributes to the teaching of English in our school, not least by actively promoting the skills of reading, writing, speaking and listening. Children develop their spoken language through discussing historical questions in partners or in groups or presenting their findings to the rest of the class.

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.

Computing

We use IT in history teaching where appropriate and we meet the statutory requirement for children to use IT as part of their work in history at Key Stage 2. Children use IT in history to enhance their skills in data handling and in presenting written work, and they research information using the Internet.

Personal, social and health education (PSHE) and global citizenship

History contributes significantly to the teaching of personal, social, citizenship and health education. Children develop self-confidence by having opportunities to explain their views on several social questions. They discover how to be active citizens in a democratic society by learning about how laws are made and changed and they learn how to recognize and challenge stereotypes and to appreciate that opinions change over time. They learn how society is made up of people from different cultures and increase their tolerance and respect for others. In our delivery of a balanced history curriculum, we help the children to deepen their understanding of global issues. This enables the children to see the relevance of historical issues in a contemporary context as well as widening their scope of the world as an entire entity so they can see their own place, not merely as an individual, but as a member of a continuous yet changing society.

British Values

In line with National Curriculum requirements, we actively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs, in contribution to our pupils' personal, social, moral and cultural education.

Teaching history to children with additional educational needs

At our school we teach history to all children, whatever their ability. History forms part of the school curriculum policy to provide a broad and balanced education to all children.

Through our history teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels.

Assessment

Assessment of the History curriculum is taken from the National curriculum's programme of study. These assessments are to be completed by the class teacher at the end of each term, using data gathered each lesson via Balance.

The History policy is evaluated and reviewed by the individual subject leader and senior management and agreed by governors.

Monitoring and review

Monitoring of the standards of children's work and of the quality of teaching in history is the responsibility of 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 headteacher/ Governors a termly subject report and an annual action plan in which they evaluate the strengths and weaknesses in the subject and indicates areas for further improvement. The History subject leader has specially allocated time in which to fulfil this role by reviewing samples of children's work.