

School Policy for History



Uffington
Church of England
Primary School

Our Vision

We are a family-orientated school where everyone is welcome, a place where we strive to provide the best possible education in a caring Christian environment; an education that allows everyone to flourish and have the confidence to make a positive contribution. We seek to develop the individual strengths of everyone within our school community, where each unique personality can be recognised and valued.

Our Christian values underpin everything we do: Thankfulness, Kindness, Forgiveness, Fairness, Friendship, Trust, Hope and Inclusion are key priorities for all pupils and adults in our school.

1. Introduction

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 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, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

National Curriculum 2014

This policy outlines the purpose, nature and management of History taught at Uffington CE Primary School.

This policy reflects the consensus of opinion of the whole teaching staff and has the full agreement of the Governing Body.

The implementation of this policy is the responsibility of all teaching staff.

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2. Entitlement

2.1. History is a foundation subject of the National Curriculum.

2.2. All children are taught historical knowledge and skills through the study of people, events and changes in the past, as outlined in the programmes of study of the National Curriculum.

3. Aims and Objectives

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.

In addition to the National Curriculum, we also consider that it is important that children understand how to relate this knowledge to the present, and be able to appreciate present day events in a wider historical context.

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4. Implementation

4.1. Opportunities for cross-curricular work are identified and incorporated into planning wherever appropriate.

Opportunities for field work and local study to be implemented into planning.

4.2. In the Foundation Stage, work in History is planned according to the Early Learning Goals. Children are introduced to History through the study of changes in their own lives and those of their immediate family. History makes a significant contribution to developing Understanding of the World and Personal, Social and Emotional Development.

4.3. At Key Stage 1, each area of study is taught at least once. Pupils are taught where the people and events they study fit within a chronological framework. They are taught to identify similarities and differences between ways of life in different periods. They are encouraged to use a wide vocabulary of everyday historical terms, ask and answer questions, using stories and other sources to show they understand key features of events. Furthermore, they should understand ways in which we find out about the past.

4.4. At Key Stage 2, children are taught the Knowledge, Skills and Understanding through British, local and world history. Pupils are taught how to note connections, contrasts and trends over time and to develop the appropriate use of historical terms.

4.5. A range of resource materials, visual aids and artefacts are used to support teaching and learning. Children are encouraged to bring items of interest to school to enhance their learning.

4.6. Wherever possible, ICT is used to support teaching and learning in History. Children are taught how to conduct research using the internet.

4.7. Outside visits and speakers are arranged where possible.

4.8. Children are encouraged to record and report their work in a variety of ways.

4.9. Activities in History are planned to encourage full and active participation by all children, irrespective of ability.

5. Assessment and Recording

The child's acquisition of historical Knowledge, Skills and Understanding is assessed by the teacher through observation and discussion. In Key Stage 2 assessment may also be

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based upon independent study work completed at the end of a topic. Attainment and progress in History are reported to parents annually as part of the Individual Report.

6. Monitoring and Review

The Headteacher and staff will review this policy biennially. Any suggested amendments will be presented to the Governing Body at their first meeting following review.

Reviewed by the Curriculum and Standards Committee	March 2024
Next Review	March 2026

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