

Original Date Written	Latest Date Reviewed	Date Adopted	Date for Review
September 2018	November 2021	November 2021	November 2024

# Marlborough St Mary's CE Primary School



MARLBOROUGH  
ST MARY'S  
PRIMARY SCHOOL

## History Policy

*Together we believe, learn and achieve*

# **Marlborough St Mary's CE Primary School**

## **History Policy**

### **Intent**

#### **Curriculum Intent Statement**

Marlborough St Mary's' engaging, active curriculum is inclusive and experiential. We enrich children's learning through practical, cross-curricular activities, which build curiosity and resilience.

In a caring, inclusive environment, based on Christian values, we foster creativity, imagination and a love of learning that will build self-sufficiency and develop children's independence to become life-long learners.

Our curriculum is challenging, sequential and aspirational for all, building knowledge and skills while linking to real life experiences, preparing our pupils to take their place as global citizens.

#### **Philosophy**

At Marlborough St. Mary's we believe it is important for children to understand their place in the world and to have an awareness of their past in order to shape their visions of the future. A cross curricular approach to history inspires and enthuses children's imagination and allows them to examine evidence and to think for themselves.

#### **Principles of Teaching and Learning**

The fundamental skills, knowledge and understanding have the following key elements:

- Chronological understanding.
- Knowledge and understanding of events, people and changes in the past.
- Historical interpretation.
- Historical enquiry.
- Organisation and communication.

#### **Our aims are:**

- To promote curiosity about the past in Britain and the wider world.
- To consider how the past influences the present, what past societies were like and the politics involved.
- To consider how beliefs and cultures influenced people's actions.

- To develop children's knowledge of significant events and people.
- To introduce pupils to historical enquiry through studying evidence, asking questions and problem-solving.
- To enrich and support other areas of the curriculum.

## **Implementation**

### **Strategies for Teaching and Learning**

History is taught using a topic based approach in termly blocks. By careful planning of a range of different topics, we ensure that the children's skills and knowledge are developed, consolidated and extended during both Key Stages. Cross curricular links are made in order to reinforce and extend work in other subject areas.

Where possible, exciting opportunities and experiences will be at the heart of a history unit. This may take form as a visit, a visitor, a theme day or as a hook to grab and engage the children in their learning.

We use a variety of teaching and learning styles in our history lessons. Our main aim is to develop the children's knowledge, skills and understanding of historical topics and we organise our history lessons in ways that offer children opportunities to learn in different ways. These include:

- Whole class teaching.
- Group, paired or independent work
- Use of ICT resources.
- Studying artefacts.
- Research and explorative work.
- Providing as many cross-curricular links as possible.
- Drama and role play.
- Educational visits (both in the immediate locality and further afield).

History contributes to the wider aims of the primary curriculum and strong links can be made with:

- English (through speaking and listening in discussions and debates, acting out/ role play of significant events and people, reports and letter writing)
- Technical vocabulary to extend and enrich all areas.
- Music listening to and appraising music from different times, singing songs from these times, instruments from certain times.
- Maths (dates, ordering events, )

- ICT (research, photographs of artefacts, )
- PSHE, SMSC and Citizenship

### **Strategies for ensuring Coverage and Progression**

Skills and knowledge are taught in a thematic, cross curricular way and the learning that takes place links directly to the topics being covered. The history progression document ensures that each year group guarantees curriculum coverage.

History is planned to give children a suitable range of differentiated activities appropriate to their age and ability. Tasks will be set which challenge all children and extend the more able. Each year group is allocated specific topic areas within the subject, which ensures breadth of learning during the course of both Key Stages.

### **Equality of Opportunity**

All children regardless of their race, sex, religion, religious belief or ability will be given equal opportunities to develop their knowledge, skills and understanding of History. Children from a variety of ethnic backgrounds have an important part to play in developing a respect for the past and the effect past events have on us all today. A very real example of this today is the black lives matter movement. Through such study, children can acquire understanding of and respect for other people and their values, thereby challenging stereotypes and embracing difference. Care is taken to present both sides of a debate clearly and fairly.

### **Health and Safety**

Fieldwork and site visits are an important part of historical enquiry and school health and safety guidelines will be adhered to at all times. (See off Site Visits Policy)

### **Impact**

#### **Assessment and Marking**

Assessment opportunities will be used to assess pupil's knowledge and understanding. The progression of skills document will be used by teachers to plan future content ensuring continuity.

Assessment will respond to the flexible nature of the programmes of study and be based upon clear expectations of what the children will know, understand and be able to do. Through observation, monitoring of written work and discussion with children, assessments of skills, knowledge and attitudes will be made. On completion of a piece of work, the teacher assesses the work and uses this information to plan future learning. Written or verbal feedback is given to the child to help guide his or her progress. EYFS and Year 1 now record evidence of their work on Tapestry. Older children are encouraged to make judgements about how they can improve their own work.

### **Role of the History Subject Leader**

The History Subject Leader provides support and advice to other members of staff, monitors quality of teaching and is responsible for evaluating and reviewing the programme and provision for History across the school. General comments about History will be included in reports to parents. Staff development is encouraged by providing opportunities for staff to update and extend their knowledge and expertise in History.

#### **Responsibilities include:**

- To monitor the teaching and learning in history throughout the school.
- To support colleagues where appropriate, through support and encouragement.
- To monitor progress in history.
- To review the provision of resources.
- To keep up to date with developments in history education and disseminate information to colleagues where appropriate.

The class teacher will be responsible for the teaching of History as set out in this policy.