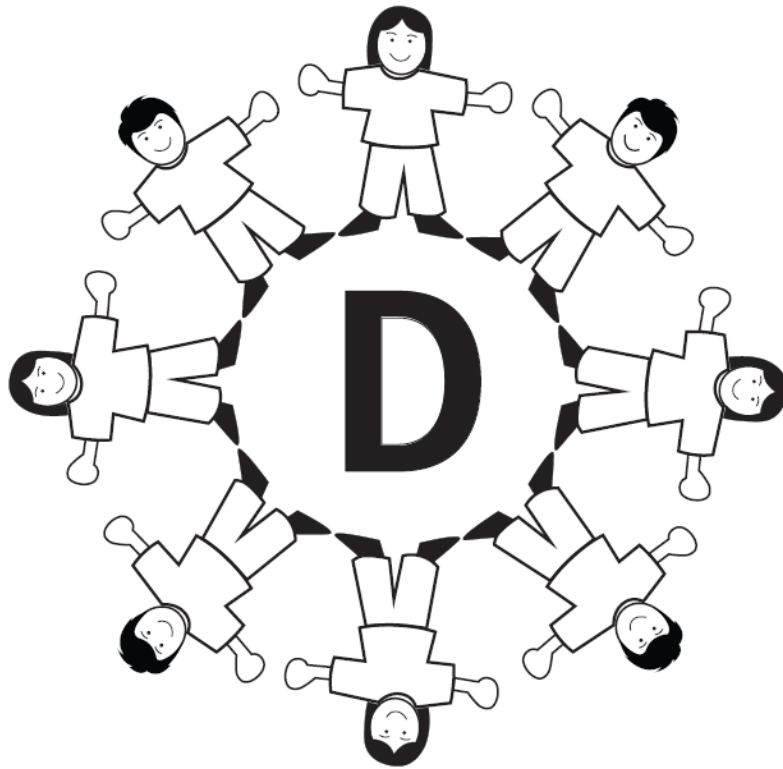


Dalestorth Primary and Nursery School



History Policy
November 2024

History Intent

At Dalestorth Primary and Nursery School, we teach History by meeting the requirements of the national curriculum. Our aim is to give children the foundations for a deep understanding the history of the world. We will achieve high-quality learning by teaching History through a clear sequence of lessons which are designed to help pupils develop this understanding of the past. History is taught progressively throughout school, ensuring a build up of knowledge and skills. Pupils should become historical detectives and explore the past in an exciting and interactive way. They should develop knowledge through asking as well as responding to historical questions.

We aim to achieve this by:

- Studying the chronology of historical events within each topic area and as a whole
- Providing the children with the historical vocabulary to use within the context of each lesson.
- Ensuring that we are building into lessons the skills of empathy and an understanding of people from the past
- Developing both the group and independent research skills of pupils.

To develop our pupils as historians we:

- Enable pupils to understand that they are learning the subject of History and that it focuses on the understanding of the past.
- Make previous learning during starter tasks, revisiting concepts and vocabulary.
- Use sentence starters and modelled writing to support learning
- Refer to sticky knowledge and key vocabulary during the lesson.
- Use displays to support the understanding of each topic and ensure that they have sticky knowledge and key vocabulary within them.
- Provide challenging questions, allowing opportunities for children to pose their own questions.
- Use timelines to support the development of chronology skills
- Incorporate drama into lessons to develop the skill of empathy during topics.
- Use artefacts during teaching to support historical understanding.
- Ensure the use of films and animations to support learning. For example, British Pathe.
- Assess to gauge topic understanding. This is done by means of a quiz or a mind map for example.

Equal Opportunities and Inclusion

- All children are given access to a broad and balanced reading curriculum regardless of gender, ability, race or religion.
- Provision will be made for individual needs (SEND).
- Equal opportunities are provided for boys and girls, also for children with special needs, those who are talented or gifted and children from different cultural backgrounds.
- Children with English as an additional language (EAL) will be given access to additional resources and teaching to support their learning and to ensure they make maximum progress from their individual starting points.
- A feeling of self-worth will be engendered throughout the activities.

SEND

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving. We do this by responding to each child's different needs. Level of challenge should not be altered, rather that we change the tools we give to the children, so that they can be successful. If a child is being tracked on BSquared they may receive a more individualised curriculum and may receive a different level of challenge as appropriate. See SEND policy for further details.

Curriculum Organisation

Foundation Stage

In the foundation stage, History is taught by developing an understanding of children's own lives and their history. Children learn about History through practical, creative activities and also through classroom discussion. They have opportunities to develop their key skills and understanding in History on a regular basis, in both adult-led and child-initiated activities.

Key Stage 1

In Key Stage 1, History is taught more formally as a weekly session or as a block unit of work for each topic. Wherever possible, it is the aim that History is to be taught chronologically to allow children to fully understand the order of events from the past. To fully engage the pupils, we allow them to participate in workshops and themed days during the topics.

Key Stage 2

As in Key Stage 1, History is taught as a weekly session during the term or as a block. We aim to teach the historical periods chronologically throughout the Key Stage. As in Key Stage 1, we provide workshops and themed activity days to encourage an enjoyment of the subject. In Key Stage 2, we develop the skills of the pupils, encouraging them to explain, summarise and evaluate events in history. This allows them to make their own judgements.

Teaching and learning

When staff are planning and delivering History sessions, they will use the guidance set out in the Teaching and Learning Framework. This may include teachers modelling their thoughts as a historian, using retrieval of knowledge and subject specific sentence starters for writing and oracy work.

Assessment

See the Whole School Teaching and Learning Policy and subject expectations for more information.

Monitoring this Policy

SLT will ensure that staff are clear on the policy. Curriculum leaders will scrutinise work in History to ensure the policy is being followed and feedback to the Head with regards effectiveness and issues that have arisen.

It is the responsibility for all staff members to ensure they are clear on the expectation and ethos behind the writing policy and to seek clarification from SLT if unclear.

The policy will be evaluated and reviewed with staff having an input into any changes.

Parents and Stakeholders

Any parent wishing to read the History policy will be directed to the school's website.

The policy will be shared with the governing body and all members of staff to ensure all are clear on the expectations.

POLICY REVIEW

This policy is to be reviewed every two years.

Policy written by T. Rigby

Policy adopted: February 2021

Policy reviewed by T.Rigby November 2024

Policy due to reviewed: November 2026