



HISTORY POLICY 2022

Aims: At Front Street, we aim to inspire pupil's Historical curiosity so that they are actively involved in their learning. We believe that History is essential for our children as it allows them to make links to the real-world and demonstrates how the past has impacted the lives we live today.

History Curriculum: Our curriculum promotes the NC aims for History and provides children with a chronologically secure knowledge and understanding of Britain's past and that of the wider world. We want pupils to develop a clear historical perspective so that they can piece together their growing knowledge and fit it into different contexts.

Curriculum Content and Coverage: At Front Street the History curriculum has been organised into three core strands: Historical Knowledge (Chronology), History Concepts and Historical Enquiry. Within KS1 and KS2, most year group delivers three units of History each year. The Whole School History Curriculum Map is designed to develop a coherent and progressive history curriculum which supports quality teaching and learning. We plan the units in history so that children have opportunities to build upon prior learning.

History in Early Years: History in the Early Years focuses on developing the pupils' understanding of the world, communication and language, personal, social and emotional skills as well as Maths and English. Within our Foundation Stage, the pupils learn through experiences that introduce the concept of time and change. For example, pupils may be asked to bring in photographs of themselves as babies and to discuss how they have changed over time, pupils will also explore patterns and routines as well as talk about the lives of the people around them and their roles in society.

Inclusion and equal opportunities: At Front Street, we believe that all children should be fully included in all aspects of learning; therefore, our curriculum is fully inclusive and it's our firm belief that all children can and will succeed in history. History forms part of the school's curriculum in which we provide a broad and balanced education to all children. As a result, History lessons are delivered in a way to meet the needs of all children, using a combination of teaching methods to ensure that all children are able to access learning and are engaged in the topic.

Cross Curricular Links: When and where appropriate, teachers are encouraged to promote historical learning across the curriculum and make links between History and other subject areas. However, these links must be purposeful and not detract from the focus on Historical knowledge and understanding or skill being developed.

Planning in History: Units of work are planned using the History planning documents. Central to each unit is a unit overview, a Big Question and a range of Key Questions which provides focus for the unit. Plans will also include how teachers plan to incorporate our Whole School Common Themes- which are used to ensure that the History we teach is coherent and progressive- as well as the skills that are to be covered during lessons or units of work.

Assessment in History: Assessment in history is a combination of both formative and summative assessments, drawing on observations of how the children work, the quality of any work they produce and the use of the unit's Exit Questions or Exit Discussions.

Timetabling of History: Most year groups teach History every two weeks (in line with their 2-week timetable).

Homework in History: Homework is not routinely set in History but may be given when deemed purposeful (e.g. to research significant people or events linked to the unit being delivered).

Involvement of home: A summary outline of the History units being delivered is shared with parents/carers via the school website. When and where appropriate, parents, carers, grandparents and other relatives are invited into school to share their expertise in specific History units (particularly in Key Stage 1).

Monitoring and Review: The subject leader works alongside the SLT to monitor standards of teaching and learning at Front Street. A structured cycle of planning and work scrutiny, observations, and pupil and staff interviews/questionnaires will provide information to judge the effectiveness of the subject as well as points for future development.

Resources in History: At Front Street Primary School, we are well resourced to teach all historical periods taught (in Key Stage 2). We have 8 topic boxes in school (one for each historical period) and these boxes are stored in the classroom where they are taught and contain replica artifacts as well as other helpful teaching resources. We also have a huge, whole school timeline – which is displayed on the wall of the muga and interactive, unit timelines for most KS2 periods.

CPD in History: CPD is delivered by the History Lead (supported by the Gateshead CCIG initiative and the Great North Museum), key teachers, and through the local authority.

School Governor role in History: there is a Link Governor allocated for the oversight of History- Ross Hogarth-Willis. Governors will be asked to join the monitoring. Key documents and action plans will be shared when updated and regular meetings will be held with the link governor.

For further explanation or clarification of any item discussed in this policy, please see the **History Lead: Kirsty Walker.**



Policy links to articles: 2, 6, 12, 13, 17, 23, 28, 29 and 31.