

Elworth C of E Primary School



History Policy

Date:	October 2025
Review Cycle:	2 Yearly
Reviewed By:	Miss Hannah Waller
Approved By:	Mrs Sarah Buckley
Next review date:	October 2027
Nominated Governor:	Mr Steven Parker-Aiken

'Love God, Love Learning, Love One Another.' Matt 22:36-39

At Elworth we embrace The Church of England's vision for education which is 'Deeply Christian, Serving the Common Good.' When Jesus was asked which was the greatest commandment, he responded with *'Love the Lord your God with all your heart, all your soul and all your mind' and 'Love your neighbour as yourself'* (Matt 22:36-39). These timeless words are at the heart of our vision, nurturing our community and shaping the ethos of our flourishing school.

School's theologically rooted Christian mission

At Elworth we create a stimulating and caring environment, grounded in Christian belief and practice, so that all members of our school community can flourish. We therefore aim to provide an education that provides pupils with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of diversity within modern Britain. We maintain that learning should be a rewarding experience for everyone; it should be enjoyable. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. Our six Christian values underpin all that we teach : Courage, Community, Perseverance, Generosity, Compassion, Friendship. Our school rules are: To be Ready, To be Responsible and To be Respectful. These are embedded in each child's mind so that they are fully prepared for living each day successfully. We aspire that all our children are a blessing beyond the school walls, beyond their families, beyond their local community, as global citizens. To achieve this the children and adults at Elworth embark on an exciting and adventurous journey together joining in with God's redemptive work in our lives and throughout the world and learn to be advocates for change.

INTENT

At Elworth, our history curriculum sets out the knowledge and skills we want our children to learn at each key stage in their school journey. There is a progressive development of historical skills and concepts including a deepening understanding of chronology in every topic. We pride ourselves on a broad and balanced curriculum which encompasses British Values alongside our own school values which guide our children and school community.

History is deeply embedded in our curriculum and aims to give the children a variety of inspiring experiences from museum visits and artefact loans to welcoming visitors into school and holding 'Living History' days throughout the year. Extended writing opportunities in all history based topics are used to enrich and strengthen the children's knowledge and understanding of their era of study. Our teachers have a good subject knowledge of History and are provided with effective support through monitoring and CPD activities to enhance the delivery of History lessons in our school.

It is our intention that all children will leave our school with a depth of knowledge and a love of History.

Aims:

The aims of history in our school are:

EYFS:

In EYFS, history is taught through the "Understanding the World" strand of the Early Years Foundation Stage framework. Children will begin to understand the past and present by talking about their own lives and the lives of those close to them. They'll explore events in their family's lives and learn about significant historical events through stories, role-play, and visits.

KS1 & KS2:

- To foster in children an interest in the past and to develop an understanding that enables them to enjoy all that history has to offer;
- To enable children to know about significant events in British history and to appreciate how things have changed over time;
- To develop a sense of chronology;
- To know and understand how the British system of democratic government has developed and, in so doing, to contribute to a child's citizenship education;
- To understand how Britain is part of a wider European culture and to study some aspects of European history;
- To have some knowledge and understanding of historical development in the wider world;
- To help children understand society and their place within it, so that they develop a sense of their cultural heritage;
- To develop the skills of enquiry, investigation, analysis, evaluation and presentation in children.

IMPLEMENT**Roles:****The Governors will:**

Elworth CE Primary has a designated link governor who:

- Meets with the History Subject Leader at least once a year to find out about;
 - a) The school's systems for planning work, supporting staff and monitoring progress;
 - b) The allocation, use and adequacy of resources;
 - c) How the standards of achievement are changing over time.
- Visits School and talks to pupils about their experiences of History;
- Attends training and other events relating to the History curriculum;
- Reports jointly with the Subject Leader, both for the School Prospectus and to the governing body with recommendations, if appropriate, once a year.
- Is understanding and supportive of our aims in the learning and teaching of History and to review this policy annually.

The Subject Leader will:

- Monitor the provision of History across the school
- Conduct learning walks
- Monitor the children's books for consistency, engagement, challenge and differentiation
- Monitor standards in the subject, through planning and work scrutiny, statistics, quality of teaching and pupil assessments;
- Organise History days and whole school special events such as Remembrance.
- Drive the school towards outside accreditation

- Provide support and advice to staff in the delivery of the History programme of study;
- Order and maintain resources to enhance effectiveness of History teaching within the school;

The Head teacher will:

- Provide support by encouraging staff and praising good practice.
- Monitor learning and teaching through lesson observations.
- Monitor planning and reviews.
- Give feedback to teachers following lesson observations.
- Support staff development through in-service training and provision of resources.

The Class teacher will:

- Be responsible for the teaching of History as set out in the policy.
- Provide planning and reviews for the Head Teacher and History leader to have access to.
- Provide samples of work when required.
- Assess children's work in order to detail future planning.

Teaching and learning

History teaching focuses on enabling children to think as historians. We place an emphasis on examining historical artefacts and primary sources. In each key stage we give children the opportunity to visit sites that are local and of historical significance. We encourage visitors to come into the school and talk about their experiences of events in the past. We recognize and value the importance of stories in history teaching and we regard this as an important way of stimulating interest in the past.

We focus on helping children understand that historical events can be interpreted in different ways and that they should always ask searching questions, such as 'how do we know?', about information they are given.

We recognise the fact that in all classes there are children of widely-different abilities in history and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

We achieve this by:

- setting common tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty. Not all children complete all tasks;
- grouping children by ability in the room and setting different tasks for each ability group;
- providing resources of different complexity depending on the ability of the child;
- using classroom assistants to support children individually or in groups.

Termly themed plans have been devised in order to provide a framework for the History taught within our school. The New National Curriculum provides further guidance by outlining the knowledge, skills and understanding which should be taught within each Key Stage. The National Curriculum website provides guidance as to attainment expectations for each year group. The History taught in Reception is governed by the Early Years Foundation Stage document. The whole school plan aims to ensure progression and continuity in the knowledge and skills of History. Making links between aspects of History studied is encouraged, enabling children to build upon previous skills and experience. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each themed plan. Some topics have a particularly strong historical focus and this is balanced with other topics where different subjects have greater weighting. Class teachers base

their history lessons on the medium term plans which focus on the specific learning objectives of each lesson. Specific resources required are decided upon in collaboration between the subject leader and class practitioner.

The Cross-Curricular approach of History at our school:

English/Literacy

History contributes significantly to the teaching of English/literacy in our school by actively promoting the skills of reading, writing, speaking and listening. Through our topic based curriculum, some of the texts that we use in English are historical in nature and every opportunity is taken to enrich their learning experience. Children develop oral skills through discussing historical questions or presenting their findings to the rest of the class. Writing skills are taught and referred to explicitly in any written task which the children undertake. Writing targets are placed in the front of their topic books to focus the children on their individual goals and provide assessment opportunities for teachers.

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 based on time-lines. Information presented in graphical or diagrammatic form may be used as a focus for study. The size, weight and numbers of artefacts from history are discussed.

Information and communication technology (ICT)

We use ICT in history teaching where appropriate and we meet the statutory requirement for children to use ICT as part of their work in history. Children use ICT in history to enhance their skills in data handling and in presenting written work, and they research information using the Internet. Children also have the opportunity to use the digital camera/I Pad to record and use photographic images.

Personal, social and health education (PSHE) and 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 a number of social questions such as how society should respond to poverty and homelessness. They discover how to be active citizens in a democratic society by learning how laws are made and changed, and they learn how to recognize and challenge stereotypes and to appreciate that racism is a harmful aspect of society. They learn how society is made up of people from different cultures and start to develop tolerance and respect for others.

Spiritual, moral, social and cultural development/British Values

Through historical study, we contribute to the children's spiritual development where possible in providing the children with the opportunity to discuss moral questions, or what is right and wrong, for example when studying topics such as child labour in Victorian Britain. The history programme of study enables children to understand that Britain's rich cultural heritage can be further enriched by the multi-cultural British society of today.

The Arts

Use of drama, music, dance and visual art is encouraged to enrich children's understanding whenever possible as well as being used to demonstrate newly acquired knowledge.

Teaching history to children with special needs

We teach history to all children, whatever their ability. History forms part of the school's curriculum policy to provide a broad and balanced education to all children. We provide learning opportunities matched to the needs of children with learning difficulties and we take into account the targets set for individual children in their Individual Education Plans (IEPs).

IMPACT**Assessment and recording**

We assess children's work in history by making informal judgements as we observe them during each history lesson. We use teacher assessment to assess individual children's progress and we pass this information on to the next teacher at the end of the year.

The history subject leader keeps samples of children's work in a portfolio. These demonstrate what the expected level of achievement is in history for each age group in the school.

Resources

There are sufficient resources for all history teaching units in the school. These resources are overviewed and regularly reviewed/replenished by the subject leader.

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 history subject leader monitors children's work, wall displays, planning and carries out pupil interviews. The work of the history subject leader also involves supporting colleagues in the teaching of history and being informed about current developments in the subject.