ACE Learning



History Policy

Date of Ratification	**Spring 2023**
Date for Review	**Spring 2026**

Intent

History is an interpretation of the past. It is the chronicle, investigation and explanation of the past which develops an understanding of people, events and how the past has shaped the present. We aim to:

- develop pupils' critical awareness
- develop understanding of how the past was different from the present and that people of other times and places may have had different values and attitudes from ours
- ensure understanding that events have usually a multiplicity of causes and that historical explanation should be considered as provisional, debatable and sometimes controversial *and*
- to make the subject enjoyable and interesting.

Objectives

- To develop an understanding of time and the context of events in the past
- To develop in pupils' minds a 'map of the past, a knowledge of chronology within which they can organise their understanding of the past
- To encourage an understanding of the processes of change and continuity
- To develop an ability to produce an historical narrative and develop the skills of non-fictional writing
- To understand how to use historical sources and frame questions about the past
- To understand how the past is explained
- To develop an ability to debate and make judgements about causes
- To develop an ability to understand that explanations of past events require an appreciation of the perspectives and motives of people in the past
- To develop independent enquiry and varied communication, employing a wide range of media

Curriculum Progression

The knowledge and skills ladders for History clearly outlines how learning progresses. Learning is carefully sequenced to ensure the main objectives within each Key Stage are met, including the EYFS. These are delivered through the following component strands:

- Historical interpretation
- Historical enquiry
- Organisation and communication

Vocabulary development

Vocabulary has been deliberately structured so that each year group builds on previous learning. The vocabulary grid outlines progression between years one and six. The skills vocabulary grid outlines progression between the EYFS and year six. Theme overviews contact vocabulary linked to subject knowledge.

Approaches to Teaching and Learning

Teachers utilise the Mantle of the Expert approach to learning where appropriate to increase pupil engagement and provide stimulation through meaningful learning scenarios. Links are made to all subject areas where possible within each theme. These links are tracked closely so that over the course of both

cycles in each learning stage, children are acquiring the skills that are appropriate for their year group. The following organisational and pedagogical strategies should also be adopted, where appropriate:

Breadth and balance

- History should be studied from a variety of perspectives; political, economic, social, religious, cultural and aesthetics.

Variety

- Children will be engaged in a variety of investigative activities which may include a discussion, visit, topical event or story.
- Investigation, research and enquiry should be the predominant teaching and learning styles, with emphasis placed upon developing children's abilities to ask historical questions for themselves.
- A wide range of sources (books, maps, documents, pictures, photographs, artefacts, technology, paintings, guest speakers and music) will be used to help children discover the past for themselves across each key stage.

Relevance

- History will be made relevant by starting from, or drawing on, local history, by visiting sites of historical interest and by referring to current events.
- The use of timelines throughout the school will reinforce and further the development of chronological understanding.

Resources

A wide range of resources are available within school (books, maps, documents, pictures, photographs, artefacts, technology, paintings, guest speakers and music).

Health and Safety

Hazard perception is crucial when visiting historical sites. We must walk our route or visit distant sites to assess potential hazards and plan how to deal with them, to inform the risk assessment. Pupil supervision guidance must be followed.

Assessment

At least once a year, summative assessments will be made; teachers will report on how well children are working against their year group's objectives for History.

Monitoring Impact

Monitoring of teaching and learning is a process that is essential to gauge quality of teaching to ascertain progress children/groups are making and to identify areas for improvement for individual teachers, year groups, key stages or specific subjects. It is also an opportunity to celebrate the strengths and successes of teachers and their pupils.

Pupils: The History leader will monitor a sample of work at set points throughout the year. For example, by looking at evidence in books, classrooms and via pupil voice during lesson observation. Teacher judgements will also be analysed.

Staff: Clear verbal and written feedback will be provided to teaching staff that are observed and targets set accordingly to identify next steps in their continuing professional development.

The implementation and impact of History will be recorded by the subject leader and reviewed regularly.