

St Paul's CE (VC) First School  
Coven



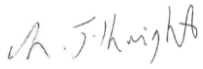





History Policy



**St Paul's First School, Coven**

**History Policy**

Comments:	Written in December 2019 by C.Richards Review at least annually
Signed:	 A. Hyett, Chair of Governors, 02/12/2019
Reviewed:	 A. Hyett, Chair of Governors, 12/11/2020
Reviewed:	 L. Knight, Chair of Governors, 22/11/2021
Reviewed:	 L. Knight, Chair of Governors, 21/03/2023
Reviewed:	 J. Sawyer, Chair of Governors, 20/03/2024
Reviewed:	 J. Sawyer, Chair of Governors, 23/03/2026

**Introduction**

At St Paul's we are committed to providing all children with rich learning opportunities to engage in history. Through a positive caring environment, we provide the opportunity for every child to reach their full potential in the subject. We embrace Christian values and encourage pupils in becoming conscientious members of the community. This policy identifies a framework within which all staff can work, and gives guidance on planning, teaching and assessment.

History is an essential part of the National Curriculum and should be a high-quality education which inspires pupils to have a curiosity about the past, how people lived in different periods of time and the achievements of significant people. Pupils should be given the opportunities to develop their historical skills and become competent learners

### **Intent**

The intent of history teaching at St. Paul's First School is to stimulate the children's interest and understanding about the life of people who lived in the past. We teach children a sense of chronology, and through this they develop a sense of identity and a cultural understanding based on their historical heritage. They learn to value their own and other people's cultures in modern multicultural Britain and, by considering how people lived in the past, they are better able to make their own life choices today. We teach children to understand how events in the past have influenced our lives today; we also teach them to investigate these past events and, by so doing, to develop the skills of enquiry, analysis, interpretation and problem-solving. Through teaching history, it is our aim that pupils will be provided with a broad and balanced curriculum that allows them to become motivated and knowledgeable about events and people from the past. Children will be encouraged to develop a passion for the subject by engaging in exciting learning experiences and creative lessons.

**It is our aim for children:**

- 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 in children the skills of enquiry, investigation, analysis, evaluation and presentation.

### **Implementation**

We follow the National Curriculum Programme of Study as the basis of all our planning and use the Cornerstones creative curriculum scheme of work for our topic subjects. Each topic is knowledge rich and builds upon prior learning. Children of all abilities have the opportunity to develop their skills and knowledge in each unit and, through planned progression built into the scheme of work, we offer them an increasing challenge as they move up the school.

### **Early Years - Nursery and Reception**

History is taught in our Early Years unit as an integral part of the topic work covered during the year. We relate the historical aspects of the children's work to the objectives set out in the Early Years curriculum which underpin the planning for children aged three to five. History makes a significant contribution to the ELG objectives of developing a child's knowledge and understanding of the world through activities such as dressing up in historical costumes, looking at pictures of famous people in history or discovering the meaning of new and old in relation to their own lives.

## **Key Stage 1**

The National Curriculum Programme of Study at Key Stage 1 focuses on developing children's awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. Children should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at Key Stage 2. History teaching takes place in weekly blocks so that there is continuity, consistency and consolidation in learning.

### **Pupils are taught about:**

- Changes within living memory
- Events beyond living memory that are significant nationally or globally
- The lives of significant individuals in the past who have contributed to national and international achievements
- Significant historical events, people and places in their own locality

## **Key Stage 2 - Years 3 and 4**

The National Curriculum Programme of Study at Key Stage 2 continues to allow children to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression, teachers combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content. As in Key Stage 1, history teaching takes place in weekly blocks so that there is continuity, consistency and consolidation in learning.

### **Pupils should be taught about:**

- changes in Britain from the Stone Age to the Iron Age
- the Roman Empire and its impact on Britain a local history study
- the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer, The Indus Valley, Ancient Egypt, The Shang Dynasty of Ancient China

*Other aspects of the KS2 curriculum will be studied when the children move onto the Middle School for Years 5 and 6.*

### **Cross Curricular links in History**

We actively encourage inter-curricular links between subjects across the School to support children with making links, using and applying knowledge and skills in a variety of ways and supporting teachers to assess children's knowledge and application more effectively.

#### **English**

History contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that are used in English lessons are historical in nature. Children develop oracy through discussing historical questions or presenting their findings to the rest of the class. They develop their writing ability by composing reports and letters and through using writing frames.

#### **Maths**

History teaching contributes to the teaching of mathematics in a variety of ways. Children learn to use numbers, time, Roman Numerals, etc. when developing a sense of chronology through doing activities such as time-lines. Children learn to interpret information presented in graphical or diagrammatic form.

#### **Computing**

We use computing in history teaching where appropriate. Children use computing in History to enhance their skills in data handling and in presenting written work, and they research information using the Internet. Each teacher ensures it is used as a teaching tool where appropriate, and provides appropriate and engaging opportunities for children to also use it.

#### **Personal, Social and Health Education (PSHE)**

History contributes significantly to the teaching of Personal, Social 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. They learn how to recognise and challenge stereotypes. They learn how society is made up of people from different cultures and start to develop tolerance and respect for others.

### **Learning Buddies**

At St Paul's we have eight learning buddies which are child friendly characters designed to encourage and aid children in their learning. Curious Colin Crocodile is one of our learning buddies who will inspire the children to be curious in their history work when investigating and asking questions. Children who actively use their curiosity to develop their history skills are rewarded with Curious Colin Crocodile stickers and certificates.

### **S.E.N.D.**

Children whose needs are greater than the majority, will be able to access the History National Curriculum through the use of differentiated tasks and activities that will extend and challenge the least and most able, enabling them to progress at the appropriate level for their ability.

### **Assessment and Monitoring**

Teachers will assess children's work in history by making assessments as they observe them working during lessons. They record the progress that children make by assessing the children's work against the learning targets from the national curriculum. This allows the teacher to make termly assessments of attainment and progress for each child.

Progress of pupils and quality of teaching will be monitored and reviewed throughout each term through lesson observations, pupil voice, discussion with staff and scrutiny of planning and children's work.

Work and individual achievement will be celebrated through positive feedback and rewards in class and parents may be invited into school for topic workshops to showcase the children's learning.

### **Special Educational Needs Statement**

The History curriculum should fulfil the needs of all pupils. When planning work

for children with special educational needs, due regard is given to the information and targets contained in the children's Individual Provision Plans (IPPs). We have high expectations of all of our children, and ensure that learners have high expectations of themselves.

## **Racial Equality & Equal Opportunities**

All children have equal access and inclusive rights to the curriculum regardless of their gender, race, disability or ability. We plan work that is differentiated for the performance of all groups and individuals. St. Paul's First School is committed to creating a positive climate that will enable everyone to work free from racial intimidation and harassment and to achieve their full potential.

**Mrs C Richards**

**History Subject Leader**

**Policy Reviewed - March 2026**

**To be reviewed - March 2027**