



WHERE STARS SHINE

HISTORY POLICY

Policy Lead Committee: Local Academy Committee **In consultation with:** Senior Leadership Team

Approved by:

R. Johnson, Chair of Committee

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1. Introduction

The aim of history teaching here at Severnbanks 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. Thus 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.

In our school history makes a significant contribution to citizenship education by teaching about how Britain developed as a democratic society. 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.

UNITED NATIONS COVENTION ON THE RIGHTS of the CHILD

ARTICLE 28

Every child has the right to an education.

ARTICLE 29

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

2. Aims

The aims of history in our school are:

- 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;
- how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.
- to develop a sense of chronology, from the earliest times to the present day.
- 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;



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- 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.

3. Teaching and Learning Style

History teaching focuses on enabling children to think as historians. We encourage the use of historical artefacts and primary sources. In each key stage we give children the opportunity to visit sites of historical significance where possible. Where possible we encourage opportunities within the wider community to allow children to experience key events in the past. We recognise 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?', we equip children to think critically, weigh evidence, sift arguments, and develop perspective and judgement 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, where possible, to support children individually or in groups.

4. History Curriculum Planning

We use the national scheme of work for history as the basis for our curriculum planning in history. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit and we build planned progression into the scheme of work so that the children are increasingly challenged as they move up through the school.

The curriculum planning in history is carried out in three phases (long-term, medium term and short-term). The long-term plan maps the history topics studied in each term during each key stage. The history subject leader works this out in conjunction with teaching colleagues in each year group and the children study history topics in conjunction with other subjects at Key



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Stage 1. Some topics have a particular historical focus and in Key Stage 2 we place an increasing emphasis on independent historical study. We teach the knowledge, skills and understanding set out in the National Curriculum through the corresponding programme of study.

Our medium-term plans give details of each unit of work for each term. The history subject leader keeps and reviews these plans on a regular basis. Individual lessons are planned by the teacher and objectives are written on weekly timetables.

5. The Early Years Foundation Stage

We relate the creative development of the children to the objectives set out in the prime and specific areas of learning in the Early Years Foundation Stage profile. The children's learning includes elements of history and develops their understanding of new and old in relation to their own lives. The range of experience encourages children to make connections between one area of learning and another and so extends their understanding.

6. The contribution of History to Other Subjects

6.1 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 we use in the Literacy Hour are historical in nature. For example, in Key Stage 2 we use biographies of Kings and Queens as a cross curricular study. 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.

We encourage role-play wherever possible to give the children a more personal aspect on life in the past, whilst extending their vocabulary.

6.2 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 such as timelines. Children learn to interpret information presented in graphical or diagrammatic form, for example they might study the impact of the plague by analysing population statistics.

6.3 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 at Key Stage 2. Children use ICT in history



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to enhance their skills in data handling and in presenting written work, and they research information using the Internet. Children have the opportunity to use technology to record presentations on a particular topic and use photographic images in their work, as well as exploring online museums and artefacts to further enhance their classroom learning.

6.4 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.

6.5 Spiritual, Moral, Social and Cultural Development

When teaching history, we contribute to the children's spiritual development where possible by studying units which relate to suitable examples of historical figures, such as Florence Nightingale' We also provide children with the opportunity to discuss moral questions, or what is right and wrong, when studying topics such as child labour in Victorian Britain. Children learn about the role of the church in Tudor times and they find out how British society has changed over time. 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.

7. Teaching History to Children with Special Needs

At Severnbanks Primary School, we recognise that children with identified SEND needs may have strengths in different areas, therefore we strive for them to be included in all areas of the curriculum. We also acknowledge that children with SEND may need differentiated work or further support appropriate to their specific needs and ability in order for them to take as full a part as possible in all school activities.

8. Assessment and Recording

Teachers assess children's work in foundation subjects by making assessments whilst children are working during lessons. Observations and scrutiny of work also aid teachers' assessment. A written comment is made about progress on the child's annual report to parents.



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9. Resources

There are resources available for all history teaching units in the school. We keep these resources in a central store where there will be a box of equipment for each unit of work. The library contains a good supply of topic books and software to support children's individual research. Books and resources are also loaned from the county library service.

10. 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 work of the history subject leader also involves supporting colleagues in the teaching of history, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The history subject leader has specially-allocated time in which to fulfil this role by reviewing samples of children's work and visiting classes to observe teaching in the subject.

This policy is available on the school website: [Severnbanks Primary School - Policies](#)

Paper copies are available on request from the School Office