

Believe and Achieve Together



St Mary's CE Primary School

History Policy

Adopted:	June 2019
Reviewed:	January 2023
Next Review:	June 2026

*"I pray that you would be rooted and established in love.....
Filled to the measure of the fullness of God" (Ephesians 3:17-19)*

"For inquire, please, of bygone ages, and consider what the fathers have searched out. For we are but of yesterday and know nothing, for our days on earth are a shadow. Will they not teach you and tell you and utter words out of their understanding? Job 8:8-10

Purpose of Study

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, Christian values, the process of change, the diversity of societies and relationships between different groups, teaching respect of values and beliefs as well as their own identity and the challenges of our time.

Aims

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Knowledge and Understanding

The children's understanding and knowledge of historical facts will be broadened through the teaching of the following key elements:

- chronology
- interpretation of history
- historical enquiry
- organisation and communication
- range and depth

Cross Curricular Links

When and where appropriate, opportunities will be encouraged to promote historical learning across the curriculum.

Planning, Assessment and Reporting

Assessment of History at both KS1 and KS2 will ensure that individual pupils are acquiring knowledge, understanding and skills at the appropriate standard. Evidence of a sample of pupil's attainment will be located in class floor books.