

## **History Policy**

**Our school policies reflect Four Swannes' commitment to an inclusive, creative, and exciting curriculum, based around high quality teaching and learning.**

### **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, and development perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their 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 have 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 context, 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. This could be through links with:

- Literacy – report writing, persuasive writing, speaking and listening, drama activities.
- RE – telling stories.
- Geography – map drawing, changing settlements.
- Computing- using research tools, word-processing.
- Art/DT – drawing of artefacts, building models to scale.

## **ASSESSMENT AND REPORTING**

Assessment of history in both KS1 and KS2 will be based on teachers' judgements and all recording should be simple and straightforward; recorded often.

## **SUBJECT LEADER ASSESSMENT AND MONITORING**

The subject leader works alongside the SLT to monitor standards of teaching and learning at Four Swannes School. A structured cycle of planning and work

scrutiny, observations, and pupils and staff interviews will provide information to judge the effectiveness of the subject as well as future development points.

**Review date: October 2024**

**Next review: October 2025**

**Subject Leader: Sayan Ertac**