



Thythorn Field
Primary School

History Policy

Adopted By School:

March 2025

Review Date:

March 2028

Governor Signature:

A handwritten signature in black ink, appearing to read 'T. J. Regan'.

THYTHORN FIELD PRIMARY SCHOOL

HISTORY POLICY

AIMS

The study of history is an important element in a child's education because learning about the past helps children to make sense of today's world. In our teaching of history, we aim to arouse and develop children's interest in the past, to ask questions and find out how to answer them. We aim to help them see how the present is affected by events in the past and to develop their understanding of other cultures. In history, children find evidence, weigh it up and reach their own conclusions. To do this they need to be able to research, sift through evidence and support their point of view.

We aim to;

- Promote children's enthusiasm for the study of history in order that their enjoyment enhances their work in the subject.
- Teach the content of the history framework as outlined in the schemes of work.
- Develop an awareness of the past and ways in which it was different to the present.
- Develop children's ability to set the study of the past in a chronological framework, beginning with their own experiences.
- Enable children to understand some of the ways in which we find out about the past.
- Provide first hand experiences wherever possible, e.g. visits to historical places, re-enactments and artefacts. Use ICT to look at and interpret evidence.
- Have a lasting interest and enjoyment of learning about the past.
- To relate history to their own lives using national and local events.

TEACHING AND LEARNING

History is taught by a variety of methods and during a history topic it is likely that some or all of the following would be used:

- Observing - Reading, looking at pictures and artefacts, television, internet resources, interviewing visitors and listening to music.
- Raising Questions
- Interpreting - Their own and others points of view.
- Communicating - Their findings to others. This could be done orally, in writing or by pictures or by use of Information Technology.
- Recording of work by child/ and or teacher
- Use of books and artefacts from The Library Services
- Visits or visitors

A good history topic should

- Stimulate curiosity.
- Relate the past to the present.
- Help develop an understanding of time and chronology
- Develop use of vocabulary to describe the past.
- Introduce pupils to the ways people find out about the past.
- Raise questions as well as answer them.
- Develop skills and understanding as well as knowledge.

- Increase understanding of ourselves and people in the past by learning about how and why things change.
- Make links with work being done in other curriculum areas.

EARLY YEARS FOUNDATION STAGE

Early years historical skills develop through the programme of study for 'Understanding of the world' as described in the Foundation stage document (EYFS). They also develop through the Early Learning Goal (ELG) of Past and Present. Children will talk about the lives of the people around them and their roles in society. They will also know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. They will learn to understand the past through settings, characters and events encountered in books and read in class and storytelling.

CURRICULUM

Our History curriculum has been developed around Key Stage History. The units of work have been mapped out over the year groups and 'golden threads' such as 'invasion' are identified for each year group to build on and revisit ideas.

ICT

Children should use ICT based sources as part of their historical enquiry. Children will be given the opportunity to use the Internet to research historical events. They may further use IT for

- Communicating Information (word processing and graphics/drawing packages)
- Handling Information (data bases , CDROM)
- Teachers to present information/demonstrate websites using Interactive Whiteboards.

EQUAL OPPORTUNITIES

All children, whatever their religion or cultural background, will be expected to study history. It is recognised that history has an important place in the cross-curricular dimensions of multicultural education and equal opportunities.

SEND / INCLUSION

All children, regardless of ability, will have access to the full history curriculum. Teachers provide for individual pupils in many different ways but the methods used may include the following:

- Using a range of different teaching and learning styles
- Simplifying or extending tasks to meet the needs of individual pupils.
- Scaffolding of a task
- Differentiation by outcome
- Careful selection of resources/materials available.
- More open task/ creative learning.

ASSESSMENT AND MONITORING

Feedback to children is delivered by discussion after a task or by the marking of recorded work. Children can also support each other and reflect on their work using individual or peer marking.

Teachers will carry out continual monitoring of children's understanding and assess their achievement and progress made throughout the topic. This may result from a range of sources including

- Written work
- Spoken activities
- Group activities
- Photographic evidence
- End of unit quizzes

HEALTH AND SAFETY

Trips to places of historical interest are encouraged to help the children to further their studies and make sense of their learning at school.

When planning a visit to enhance the children's learning experiences, teachers need to be aware of the school emergency procedures for trips and school and county policies on visits and excursions (Health and safety policy, and Risk assessments using an online Risk Assessment system).

ROLE OF THE SUBJECT LEADER

The role of the subject leader is to

- Take responsibility for the purchase and organisation of resources for History, liaising with teachers and prioritising requests.
- Keep up to date with developments and inform colleagues as appropriate.
- Monitor progress in History and the standard of work and quality of teaching and learning.
- Supporting colleagues in the planning, teaching and assessment of History.
- Writing and implementing the subject action plan linked to the School Improvement Plan.