



History Policy

Autumn 2024

AIMS	<p>At Christ the King, we aim to make learning about history interesting, as well as help pupils develop knowledge and understanding of Britain's past and that of the wider world. Through our curriculum, we aim to inspire pupils' curiosity; teach them to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement</p> <p>We follow the National Curriculum, which aims to develop:</p> <ul style="list-style-type: none">• Understanding of the history of these islands: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.• Understanding of significant aspects of history in the wider world- ancient civilisations, empires, non-European societies and achievements of humanity.• an understanding of abstract historical vocabulary such as empire and civilisation.• an understanding of historical concepts e.g. causes and consequences, similarities, significance etc.• an understanding of the methods of historical enquiry such as evidence based learning• an historical perspective by placing children's 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
APPROACH	<p>In line with the National Curriculum, we take an enquiry-based approach in lessons, guided by 'key questions' and 'big concepts'. The children are given the opportunity to look at the historical evidence and facts before sharing their own opinions backed up by the evidence learnt during the lesson, to debate, prove or discuss their historical thinking and reasoning.</p>
CONTENT AND RESOURCES	<p>Teachers are guided towards the use of 'Key Stage History' resources that promote enquiry based learning. Teachers also have access to the Historical Association website, which provides resources and CPD opportunities.</p> <p>A display wall in each classroom reflects historical learning- this may include time lines, key facts and vocabulary relevant to the topic being taught. Where possible, this should also interlock with geography map work, for example: Great Fire of London should be labelled on the map displayed in the classroom, to ensure children have an understanding of the location of historical events in relation to the wider world.</p>

ACCESSIBILITY AND SEND	At Christ the King, we believe in an inclusive curriculum. Children with SEN are able to access history lessons through the support of adult support, key vocabulary for written tasks, differentiated questioning, more scaffolding and technology- where writing is not accessible. It is our belief that SEN children can thrive in the discussion parts of history lessons, building their confidence sharing their opinions and thoughts in other aspects of school life.
EYFS	In the Early Years Foundation Stage children will begin talk about the lives of the people around them and their roles in society. They will start to identify similarities and differences between things in the past and now, drawing on personal experiences and what has been taught to them. They will gain an understanding of the past through settings, events and characters in stories read to them. The children will have the opportunity to explore pictorial representations of things in the past, which will be familiar to them. They will also begin to order events and gain an understanding of simple chronology.
TIME ALLOCATION	History is usually taught in half term blocks and alternated with geography, although links are explored as appropriate.
ASSESSMENT	<p>History work is marked in line with our 'feedback and marking policy'. Formative assessment takes place during a lesson. The beginning of a lesson should start with key questions/recap from previous lessons or review of previous learning in relation to abstract concepts; children should then be questioned throughout the lesson to secure understanding of big concepts and at the end of the lesson to summarise the learning from the lesson.</p> <p>At the end of a history topic, children will be assessed through their retention of key knowledge. This will be a written task where they answer the key questions of the topic with their key learning. Kahoot quiz and Primary Quiz are also encouraged.</p>

**MONITORING
AND REVIEW**

This policy will be reviewed on a bi- annual basis by the subject leader. The subject leader will monitor teaching and learning ensuring that the content of the national curriculum is covered across all phases of pupils' education. The subject leader will complete Pupil Voice questions termly to gain an insight into learning across the school.

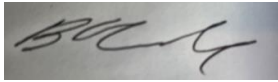
The Curriculum committee of the governing body is briefed to oversee the teaching of history, and meets termly with the subject leader to review progress. Any changes made to this policy will be communicated to all teaching staff.



Signed by: _____

Date: 14/11/2024

Headteacher



Signed by: _____

Date: 14/11/2024

Chair of governors

Policy to be reviewed: Autumn 2026