

Policy Connections

The policy should be read in conjunction with the Supplementary Guidance for Curriculum Policies (covering Philosophy & Ethos; Audience; Monitoring and Evaluation; Assessment, Recording & Reporting and Supporting Learning Beyond the School) and Schemes of Work for History which set out in detail what pupils in different Key Stage ability ranges will be taught.

Aims and Purpose of Study

History is a foundation subject within the National Curriculum. The aims of History are:

1. To develop a knowledge and understanding of Great Britain's past and that of the wider world.
2. To develop skills of enquiry analysis, perspective and judgement using information and evidence in a range of forms.
3. To develop an understanding of how people's lives have shaped this nation and how Britain has influences and been influenced by the wider world.
4. To understand the significant aspects of the history of the wider world.
5. To develop an understanding of relevant historical vocabulary.

These aims are consistent with our school philosophy and take account of National Curriculum Statutory guidance.

Each unit of work is differentiated to allow all our pupils to access the content in a meaningful and realistic way. Further details of this can be found in the Schemes of Work for each Key Stage. Where appropriate, elements from the National Curriculum across the key stages may be replaced or revisited throughout different key stages to contextualise and apply learning.

Method of Delivery

The Curriculum Organisation Policy requires staff to modify the programmes of study to give all pupils relevant and appropriately challenging work.

Early Years Foundation Stage (EYFS)

Pupils in the Early Years Foundation Stage (EYFS) follow the educational programmes outlined in the framework for the EYFS. The strands personal, social, emotional development and understanding the world will give opportunities to play and explore and learn in an active and creative way. The document 'Development Matters' will be used to support the planning and assessment of activities. These opportunities will provide broad and balanced experiences that will prepare pupils for the KS1 History curriculum.

Primary Phase

History is planned and delivered as outlined in the subject-mapping for key stages 1 & 2 programme and the scheme of work ensures progression throughout the department. Teachers plan a unit of work, which outlines the content, learning activities, learning outcomes and resources. History is taught through a themed approach and there is a balance of history throughout the key stage. The short term planning specifies the focus for each lesson

Secondary Phase

History is planned and delivered as outlined in the scheme of work and in the 5-year subject-mapping programme, ensuring progression and breadth of coverage throughout the department. Teachers plan a unit of work, which outlines the content, learning activities,

learning outcomes and resources. The short term planning specifies the focus for each lesson. History is taught through a themed approach and there is a balance of history throughout the key stage.

Key Stage 1

Pupils should be taught to develop an awareness of:

- Chronological Understanding
- Historical interpretation
- Historical enquiry
- The past, using common words and phrases relating to the passing of time
- Changes within and beyond living memory that are significant nationally or globally
- The lives of significant individuals in the past who have contributed to national and international achievements
- Significant historical events, people and places in their own locality
- Relevant historical vocabulary

Key Stage 2

In this key stage pupils should be taught to develop an awareness of:

- Chronological understanding of British, local and world history including; changes in Britain from the Stone Age to the Iron Age, the Roman Empire and its impact on Britain and Britain's settlement by Anglo-Saxons and Scots
- A Theme in British history that extends knowledge beyond 1066
- The achievements of the earliest civilizations
- Relevant historical vocabulary
- Historical questioning about change, cause and similarity
- How our knowledge of the past is devised from a range of sources
- Knowledge and understanding of events, people and changes in the past.
- Historical interpretation

Key Stage 3

In this key stage pupils should be taught to develop an awareness of:

- Britain's past and that of the wider world
- Chronological understanding of British, local and world history
- Knowledge and understanding of events, people and changes in the past.
- Relevant historical vocabulary
- How our knowledge of the past is devised from a range of sources
- Historical questioning about change, cause and similarity
- Historical interpretation
- The Vikings
- Ancient Greece
- A contrasting non-European society
- A Theme in British history that extends knowledge beyond 1066
- Challenges for Britain, Europe and the wider world from 1901

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