



## Eccleston C.E. Primary School

*Let Our Light Shine*

### History Policy

Teaching, Learning and Personnel Committee

Reviewed: Autumn 2019

Approved by Teaching, Learning and Personnel Committee: Autumn 2019

Approved by Full Governing Board: Autumn 2019

Signed by Chair of Governors:

Review Date: Autumn 2022

**Eccleston C.E. Primary School**  
**History Policy**

**Intent**

At Eccleston C.E. Primary School, we believe that high-quality history lessons inspire children to want to know more about the past and to think and act as historians.

By linking learning to a range of topics, children have opportunities to investigate and interpret the past, understand chronology, build an overview of Britain's past as well as that of the wider world, and to be able to communicate historically.

We equip children with the following essential skills to help them become historians:

- An excellent knowledge and understanding of people, events and contexts from a range of historical periods, including significant events in Britain's past;
- The ability to think critically about history and communicate ideas confidently to a range of audiences;
- The ability to support, evaluate and challenge their own and others' views using historical evidence from a range of sources;
- The ability to think, reflect, debate, discuss and evaluate the past by formulating and refining questions and lines of enquiry;
- A respect for historical evidence and the ability to make critical use of it to support their learning;
- A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics;
- A developing sense of curiosity about the past and how and why people interpret the past in different ways.

**Implementation**

The history curriculum at Eccleston C.E. Primary School is based upon the 2014 Primary National Curriculum in England, which provides a broad framework and outlines the knowledge, skills and understanding taught in each Key Stage.

This framework is then carefully tailored within the school's scheme of work to suit the needs of the children here at Eccleston, paying particular attention to the mixed-age classes in the school where teachers work on a two year 'rolling programme' to avoid any repetition of history topics. This rolling programme required by our small school does mean that it is not possible to teach the history curriculum in chronological order, however children are frequently reminded of the correct chronological order of events by studying and creating a variety of timelines from Reception/Year 1 through to Year 6. We build planned progression into the scheme of work so that the children are increasingly challenged as they move up through the school.

All children at Eccleston have access to a challenging, broad and balanced history curriculum regardless of gender, race, cultural or social background, special educational needs or being

more able learners. At Eccleston we achieve this through the provision of suitable quality learning opportunities for each individual child, usually within their year group.

At Eccleston we use a variety of teaching and learning styles in history lessons, which are adapted to meet the needs of all pupils. Teaching approaches include (but are not limited to):

- Teacher presentations
- Talking partners
- Investigating artefacts and sources of evidence
- Question and answer sessions, discussions and debates
- Individual, paired and group research
- Role play, drama, story telling
- Fieldwork and visits to museums/sites of historic interest
- Guest speakers

Teaching staff at Eccleston are encouraged to develop cross-curricular links with history and other subjects to provide a meaningful and relevant curriculum for all pupils.

### **Impact**

Our history curriculum is high quality, well thought out and is planned to demonstrate progression. We focus on progression of knowledge and skills and discreet vocabulary progression also forms an important part of the units of work.

We measure the impact of our curriculum through the following methods:

- Assessing children's understanding of topic linked vocabulary before and after the unit is taught.
- Pupil discussions about their learning.
- Images and videos of the children's practical learning.
- History book scrutinises carried out by the subject leader.
- Termly reporting of standards across the curriculum.
- Marking of written work in books.

### **Marking and Assessment:**

During the planning stage, clear learning objectives for each lesson are set and opportunities for ongoing assessment are identified. As with all subjects taught at Eccleston C.E. Primary School, class teachers use assessment for learning to continually inform and adapt their planning to suit the needs of the children in their class. Whole class assessment sheets for history are completed on a termly basis by each class teacher and given to the subject leader. Self-assessment and peer-assessment are also encouraged in order to foster independence and develop the children's evaluative skills.

### **Colleagues with responsibility for history**

History subject leader - Mrs Sarah Piper

Governor with responsibility for history -

Headteacher - Mrs Katie Prescott