



## **St Giles' C of E Primary School**

### **History Policy 2026-2027**

***'You must love one another as I have loved you.' John 13 v 34.***

Working together with love we will provide a happy and nurturing environment where all will, ***'learn to love and love to learn'***, making outstanding progress through an enriched and creative curriculum. Through our strong Christian ethos we will celebrate and embrace the richness of our community.

#### ***Learn to Love – Love to Learn***

***'You must love one another as I have loved you.' John 13 v 34***

**Article 12 (respect for the views of the child)** Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.

**Article 13 (freedom of expression)** Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

**Article 28 (right to education)** Every child has a right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

**Article 29 (goals of education)** Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

### **Rationale**

This policy outlines the teaching, organisation and management of History taught and learnt at St. Giles' C of E Primary School.

History lessons should inspire pupils' curiosity to know more about the past and should help them to make sense of the present. At St Giles', we believe that a high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past, their locality and that of the wider world. The units of study provide children with the necessary knowledge and skills to empower them to take their role as informed and active citizens in the 21<sup>st</sup> Century.

We recognise that children should not only be taught historical content, but should be equipped with the skills to ask perceptive questions, think critically, weigh evidence, present arguments, and develop perspective and judgement. The units we study provide key questions to develop the use of historical enquiry and focus on the acquisition and application of key subject knowledge and vocabulary throughout.

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 the children's own identity and the challenges of their time. We engage children with challenging themes that enable pupils to connect with what is happening around them; allowing children to engage in debate about what is happening today using the past to inform them.

Throughout KS1 and KS2 pupils develop an understanding of how we know about the past through a range of sources of evidence (primary and secondary sources) and with increasing confidence will consider their utility and reliability.

The implementation of this policy is the responsibility of all teaching staff at St Giles Primary school. The monitoring and reviewing of History is the responsibility of the subject co-ordinator.

### Aims and objectives

At St Giles' we ensure that all pupils fulfil the aims for History derived from the National Curriculum (September 2013) these are to:

- 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 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 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.

### Implementation

Teachers create a positive attitude to History learning within their classrooms and hold high expectations for all of their pupils. Our whole school approach to the teaching and learning of History involves the following:

- At St Giles' C of E Primary School History is taught as a discreet subject. The class teacher teaches History in three topic blocks. In EYFS, History is included in the teaching of half-termly Cornerstones Projects, using the resource Curriculum Maestro.
- We follow the **The Rising Stars History** scheme of work, which provides complete coverage of the **2013 History National Curriculum** and supports teacher workload.



- Enquiry questions are used as the basis for each lesson and provide context for the learning; they are used as a tool to form the learning objectives. The questions allow pupils to begin to consider and make judgements about the past.
- Chronology is embedded into the curriculum. This emphasis supports children in developing their chronological understanding of Britain's past and that of the wider world; it also allows children to understand where their topic fits within the historical narrative. Timelines are displayed in the classrooms and in the children's History books.
- Pupils are provided with opportunities to develop their understanding of the past in their local area through local history topics.
- Substantive concepts and themes, such as religion, trade and settlement are revisited across topics to build children's understanding of developments within History and how it has shaped our society today.
- Questioning is used as a tool to assess pupils' understanding, to address misconceptions and stretch and challenge more-able learners.
- A breadth of teaching approaches appropriate to the content and desired learning outcomes are used to engage all pupils and enable them to not just acquire knowledge, but to apply it in meaningful contexts.
- Pupils will be given opportunities to access sources and artefacts to enhance their historical understanding, knowledge and skills.
- Quizzes and key assessment opportunities are carried out at the end of a topic and allow children to showcase their learning and understanding of the topic and the relevant historical skills.
- Pupils are offered a wide range of visits, workshops and access to primary and secondary sources and artefacts to complement and broaden the curriculum. These will be purposeful and link with the knowledge being taught in class.
- KAPOW and the Historical Association are used to supplement the Rising Stars resource.

### **Impact**

As a result of high quality History teaching, pupils at St Giles' will:

- Be enthused by History through the visits, workshops and opportunities to explore primary and secondary sources. They will be engaged and active participants in lessons.
- Have a clear understanding of what history is and the importance and value of studying the subject.
- Develop a secure understanding of the chronological narrative of History. They can make links between topics, periods and individuals they have studied.
- Have a greater understanding and appreciation for the history of their local area, through local history units.

- Work in books and discussions with children will evidence understanding of the knowledge, skills, concepts and specialist vocabulary taught.
- Be able to talk confidently about the topics they have studied and the developments that have occurred throughout history.
- Work in books will be of the same high quality as that of other subjects, resulting from the same high expectations of staff and pupils.

## Assessment

### **Formative Assessment of History**

- Questioning is used as a tool to assess pupils' understanding, to address misconceptions and challenge more able learners.
- Stretch and challenge questions are used to challenge more able learners by providing them with the opportunity to think more deeply about the concepts they are learning.
- Whilst marking work, teachers consider each individual pupil's ability to respond to the lesson's enquiry question and will subsequently evaluate and adapt further lessons as a result of this.
- Provide effective feedback, including immediate and verbal feedback, where appropriate, to engage children with their learning and to provide opportunities for self-assessment and consolidation. Next step marking will be used to further challenge the pupils and ensure they meet the learning outcomes.

### **Summative Assessment of History**

- **Rising Stars History** End of Unit Quizzes are completed at the end of each topic. Quizzes assess children's understanding of the content and vocabulary they have encountered through their lessons.
- Key assessment opportunities are embedded at the end of all topics and allow pupils to showcase their understanding and knowledge of the topic and at least one key historical skill. Assessment methods and the children's recorded work should be varied to ensure inclusion (historical essays, research and presentations, historical debates etc).
- Teachers use work produced in lessons, questioning, End of Unit Quizzes and the assessment work to highlight the assessment grid for their topic; highlighting if a pupil is working below, working at or working beyond for each historical skill taught in their topic.
- Teachers use this information to make an overall summative judgement on Educater at the end of Autumn, Spring and Summer terms.

## Resources

- Teachers should adapt online resources provided by **Rising Stars History** to suit the needs of their class, creating their own as needed. KAPOW and the Historical Association can be used to supplement Rising Stars resources.
- Topic loan boxes of artefacts and books are provided for each topic and ordered by the subject coordinator from Wolverhampton Library Education Service and Birmingham Museum and Art Gallery. This allows pupils to handle and observe a range of artefacts to support their learning.

- Whereby artefacts cannot be sourced from the Library Education Service, quality websites are used to engage and support pupils' understanding: <https://www.birminghammuseums.org.uk/birmingham-museum-and-art-gallery>
- Each class library holds an extensive range of non-fiction books for most of the topics taught. These are freely available for staff to access and display and share in classrooms.

### **Teaching History to children with Special Educational Needs.**

History forms an integral element of a pupil's entitlement to a broad and balanced education and at our school, we ensure that all pupils can engage with historical learning and develop as young historians. All pupils are entitled to access the History curriculum at a level appropriate to their needs and teachers plan, resource and teach in line with our whole school policy: to enable all pupils to make good and sustained progress in History including those with Special Educational Needs, those with disabilities and those with English as an Additional Language. Therefore, whilst planning and teaching, teachers take due consideration to factors such as classroom organisation, learning materials, assessment strategies and the learning environment. To ensure inclusion, teachers should use a range of strategies to teach, record and assess each individual child's understanding and knowledge. Independent tasks are adapted to ensure full accessibility and appropriate support and challenge is provided for different groups of learners; teachers should make full use of teaching assistants to ensure they are deployed effectively in order for identified children to make progress in each curriculum area.

### **Foundation Stage**

At St Giles', we consider that effective teaching in EYFS should include: learning through first-hand experiences to explore, observe, problem solve, predict, think critically and make decisions.

- History learning is primarily taught through half-termly topics with a focus on building pupils' understanding of the past and the present. Pupils are offered direct instruction from the teacher and are encouraged to participate in a guided activity and continuous provision linked to their topic.
- Key moments/events during the year are collated into a topic book and this is regularly referred to throughout the year as part of spaced retrieval practice and to build pupils' understanding and use of simple historical vocabulary. Pupil voice and understanding is recorded in the floor book.

### **The contribution of History to the teaching in other Curriculum areas:**

- Helps to improve pupils' skills in Literacy through speaking and listening opportunities, the focus on vocabulary and writing (for example, historical essays).
- Helps to improve pupils' skills in Mathematics through the interpretation of historical information presented through statistics and children's increased understanding of dates and chronology.
- Develop pupils' computing skills through opportunities for independent research.
- Develop pupils' analytical skills and ability to think critically.
- Promotes awareness of gender, cultural, spiritual and moral issues.

## **Monitoring**

History is monitored and reviewed termly (at the end of a topic) by SLT and subject leads.

Some methods used are:

- Book trawls
- Lesson observations
- Planning scrutiny
- Learning walks
- Pupil voice

## **The role of the subject leads:**

- Support colleagues in the planning, delivery and assessment of History across EYFS, KS1 and KS2.
- Monitor and evaluate the teaching and learning of historical knowledge and skills through monitoring activities.
- Communicate key findings, messages and research with colleagues.
- Oversee the audit of resources needed to deliver the curriculum.

Reviewed: 8.1.26

To be reviewed: 31<sup>st</sup> August 2027