



**Caldecote Primary School**

**History Policy**

## 1. Our intent and Aims

Our teachers hope to inspire a passion for history and an enthusiastic engagement in learning which develops a sense of curiosity about the past.

Our curriculum will help pupils gain a coherent knowledge and understanding of the past and we will teach pupils to ask perceptive questions, think critically, weigh evidence and develop perspective and judgement. Pupils should develop an understanding of the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity.

Our curriculum is designed so each year group develops chronologically understanding through learning about an era that is more recent compared to one a much longer time ago.

Our aims are:

- To foster in pupils an interest in the past and to develop an understanding that enables them to enjoy all that history has to offer
- To enable pupils to know about significant events in British history, to appreciate how things have changed over time and understand how Britain has influenced the wider world.
- To develop a sense of chronology and understand how they fit into the framework of the past, present and future.
- To know and understand how the British system of democratic government has developed and, in doing so, to contribute to a child's citizenship education.
- To understand how Britain is part of a wider European culture and to study some aspects of European history.
- To have some knowledge and understanding of historical development in the wider world, including ancient civilisations empires and past non-European societies.
- To help pupils understand society and their place within it, so that they develop a sense of their cultural heritage.
- To develop in pupils the skills of enquiry, investigation, analysis, evaluation and presentation.
- To ask historical questions and create their own structured accounts, including narratives and analysis.
- To gain and use historical vocabulary.
- To gain historical perspective by placing their growing knowledge into different contexts.
- To understand historical concepts such as continuity and change, cause and consequences and use them to make connections.

## 2. Methodologies/Strategies

Within history, we strive to create a supportive and collaborative ethos for learning by providing investigative and enquiry-based learning opportunities. Emphasis is placed on investigative learning opportunities to help pupils gain a coherent knowledge and understanding of each unit of work covered throughout the school. Our history

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

History at Caldecote is taught through discrete lessons. History skills, knowledge and attitudes are taught through a historical focus that lasts across a half term. In Key Stage One and Two each class have two history foci each year. In the Foundation Stage, history is taught through termly theme based work with learning objectives distributed over a one year cycle. Early historical skills and concepts are delivered throughout the year.

- **Subject specific vocabulary**

The vocabulary is identified through the Caldecote History Curriculum. It is highlighted to the pupils at the beginning of lessons and revisited through class assemblies and knowledge quizzes.

- **Use of artefacts**

Where possible we use artefacts for pupils to explore and investigate. We believe that handling real objects enhanced the pupils' historical knowledge, understanding and skills.

- **Use of sources/bias**

Pupils use a range of primary and secondary sources. We aim for pupils to recognise that bias exists in some form in all historical sources, and this needs to be accounted for in their interpretation of evidence.

- **Books**

Pupils will have access to a wide variety of subject specific fiction and non-fiction books, available in history lessons, other lessons and in the library.

- **Outdoor learning**

We recognise that pupils learn in a variety of ways, and so where appropriate, pupils will learn history outside the classroom.

- **Approaches to learning**

A wide variety of teaching approaches are used in history lessons to ensure pupils make good progress, and all learning styles are catered for. Class teachers ensure there is a good balance of whole class, group work and individual learning in history lessons.

- **Provision in EYFS**

Pupils are given a secure grounding in the Prime Areas of learning, ensuring they have a good foundation on which to build through the specific areas, including understanding the World. Areas of provision are enhanced to ensure vocabulary understanding and extension, and develop understanding of the past, present and the difference between the two.

- **Consistent teaching sequence**

History lessons will follow a clear and consistent teaching sequence, including putting the learning in the big picture, placing of the History being studied in the chronological context of previous learning, a brief review of learning covered in previous lesson/s, specifying key vocabulary to be used and its meaning, conduct Historical enquiry using a variety of sources and/or artefacts, pupils interpreting their findings and communicating their historical knowledge and understanding appropriately, before evaluating their learning and comparing with other historical periods studied as appropriate.

- **Cultural Capital**

We plan regular visits, visitors and involvement in the community to provide first-hand experiences for the pupils to support and develop their learning. This is often linked to history. We recognise that to have impact, the planned cultural capital must be clearly linked to the statutory historical knowledge to be acquired and provide the opportunity for pupils to better understand the knowledge or apply what they already know.

- **Research**

Pupils will be asked to research historical aspects of their learning independently. This allows the pupils to have ownership over their curriculum and lead their own learning in history.

### **3. Cross Curricular Dimensions**

For all subjects, including history, we use a range of curricula resources to support teaching, including online resources from the Cornerstone's Curriculum Hub and the Reach Academy.

- Pupils are encouraged to apply all basic skills (including Reading, Writing and Mathematics) within the history curriculum.
- Computing is used both to find and present historical data.
- Citizenship is linked through studying the moral, social and cultural development of different periods of history.
- Pupils develop language skills, through both reading and writing a variety of texts.
- Geographical knowledge is enhanced when learning about past events in other places.
- Pupils study art, music and technology from the past as sources of evidence.
- Pupils' spiritual, moral, social and cultural development is enhanced through history.

### **4. Fieldwork**

We believe that fieldwork gives pupils an understanding that history is about real people/places. At Caldecote, the pupils will have opportunities for first hand exploration of the built/natural environment. This will be within the school and its grounds as well as involving exploration outside the school in the locality and further afield.

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## 5. Resources

We use a wide range of age and ability appropriate resources to provide a variety of information about the people, places and events being studied.

These include:

- The pupils' own experiences.
- The experiences of people known to them.
- Visitors and invited guests.
- The classroom, school and its grounds.
- The local environment.
- The use of stories, pictures, illustrations, photographs, textbooks, library reference materials and the internet
- Visits to local sites and those further afield..
- External expertise (Historical events, archaeologists, professional historians, re-enactors).
- Historical artefacts.

## 6. Assessment

Assessment will be on a continuous basis. It is the responsibility of each individual class teacher to implement this through planning activities linked to the history National Curriculum. Assessment is recorded on the Foundation subject tracker and reported to parents through the annual reporting process.

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

- Assessing pupils' understanding of topic linked vocabulary before and after the unit is taught.
- Formative assessment of pupil discussions about their learning.
- Images and videos of the pupils' practical learning.
- Interviewing the pupils about their learning (pupil voice).

## 7. Monitoring/Evaluation

Monitoring and evaluation is carried out to enhance the teaching and learning of History within our school. It is the responsibility of all staff to monitor and evaluate the curriculum provision made for History within the school in order that pupils make

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the greatest possible progress. However, more detailed evaluation is carried out by the History leader through:

- Learning walks
- Looking at workbooks
- Discussion with pupils
- Reviewing planning

## 8. Policy Review

The Policy statement will be reviewed in line with the rolling programme of Policy reviews.

Headteacher: .....

Date: .....

Chair of Governors: .....

Date: .....

