



Helsby Hillside Primary School History Policy

"History, the study of the past, is all around us; we are continually making history through our thoughts, words and actions. History is personal and global; it is everyday life and momentous occasions. History is about people" – Historical Association

Inclusion Statement

Hillside Primary School is committed to giving all our children every opportunity regardless of any disability or learning difficulty. The gifted and talented children are provided with opportunities to extend the breadth and depth of study.

Aims

The aims of teaching History in our school are:

- To cover the requirements of the history National Curriculum for Key Stage 1 and Key Stage 2 and the elements of the Statutory Framework for the Early Years Foundation Stage through developing children's 'knowledge and understanding of the world';
- To arouse and sustain interest in History by increasing an understanding of the past;
- To develop a knowledge of chronology within which the children can organise their understanding of the past;
- To help the children develop a sense of identity by learning about the development of the United Kingdom, Europe and the rest of the world;
- To enable children to realise that historical understanding is achieved through a process of enquiry, analysis and evaluation.

Management and Organisation

1. All children are taught the necessary historical skills in a progressive manner as they move up through each year group. Key learning objectives are identified for each year unit of work, with clear end points outlined. These clear endpoints, help to build the cultural capital of our pupils, so that they know more, remember more about the past and are therefore well prepared for their next stage in education.
2. Children should be encouraged to plan and carry out their own investigations, using where appropriate, a wide range of resources, such as written sources, artefacts and interviews.

3. Pupils should be encouraged to consider possible reasons for different versions of events and understand that both fact and opinion play a role in historical interpretations.
4. Children should be encouraged to communicate and record their findings orally, pictorially and in writing.

Progression and Continuity

Historical skills and the understanding of concepts are addressed frequently in order that progression and continuity is maintained. The topics covered through the history curriculum provide structured continuity and progression. The development of key skills and progression is overseen by the History Leader with the support of the Curriculum Leader. Over time, children's knowledge of history will build year on year, allowing them to note connections, contrasts and trends over time.

Assessment and Reporting

Assessment will form an integral part of the teaching and learning and will be done regularly so as to inform future learning. This will be done through observing children at work by questioning, talking and listening to them, by examining their work and through formal assessment when appropriate. It will also involve asking pupils questions about their current learning and what they remember about prior learning to assess whether they can remember the key knowledge and facts. It will also involve speaking to teachers to check on their assessments.

For children who are displaying a particular talent, or interest in, history, a comment may be made in their end of year report.

Professional Development

The subject leader shall keep up to date with any developments in history education through CPD. All teaching staff are provided with clear guidance of the knowledge and skills to be taught per year group to support them with their planning of the curriculum. The subject leader shall update teaching staff when required to ensure that they have the knowledge, skills and understanding to teach history effectively.

Review

The history curriculum will be carefully monitored by the coordinator in discussions with the Headteacher and senior leadership team on a regular basis. Resources, teaching methods and needs will be identified and priorities for actions established.

Reviewed by	Steven Caldwell	18/01/23
Approved by	Full Governing Board	25/01/23
Next Review Date		January 2026