

HISTORY POLICY

Lakenheath Community Primary School



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Head Teacher's Signature	
Chair of Governors' Signature	

Document Change History

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1	January 2009	N/A
2	February 2018	Format Update, Policy Review
3	June 2020	Policy Review
4	November 2021	Policy review, no changes required
5	November 2022	Policy review, no changes required

1. Introduction

This policy outlines the learning and teaching of History at Lakenheath Community Primary School. At Lakenheath we are committed to providing the children with learning opportunities that engage the children in cross-curricular led history lessons. History helps stimulate pupils' understanding of other people's lives as well as the process of change.

2. Aim

The aims and objectives of teaching History (linking to the National Curriculum)

- To foster in children an interest in the past and to develop an understanding that enables them to enjoy all that history has to offer.
- To enable children to know about significant individuals who have contributed to national and international achievements.
- To discuss changes within living memory.
- To have an awareness of events beyond living memory.
- To be aware of significant event within their locality via a local study.
- To identify the changes from Stone Age to the Iron Age.
- To have an understanding of the Roman Empire and how it impacted Britain.
- To develop an understanding of the Viking and Anglo-Saxon struggles at the time of Edward the Confessor.
- To be aware of Britain's settlement by Anglo-Saxons and Scots.

3. History Expectations

3.1. In Early Years:

History is taught in Reception through child-initiated activities. The children are given the opportunity to find out about past and present events in their own lives, and those of their families and other people they know. In the Foundation stage, history makes a significant contribution to developing a child's understanding of the world.

3.2. By the end of Key Stage 1 most children will be able to:

- Have an awareness of the past, using vocabulary that relates to the passing of time, as well as every day historical terms.
- Know where people or events they have studied fit in chronologically.
- Understand the differences between life in different periods.
- Be able to ask and answer questions to show they know or understand different key events.
- Develop a way to find out about the past and how to present it.
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3.3. By the end of Key Stage 2 most children will be able to:

- Continue to develop a chronologically secure knowledge of British, local and world history.
- Be able to note connections and trends over time and use appropriate historical terms.
- Address and create historically valid questions about change, difference, and significance.
- Understand how knowledge of the past is made up from a range of sources.

4. History curriculum planning

Long term and Medium term plans have been created to ensure coverage and progression of knowledge and skills throughout the year and across all year groups in a two year cycle. The plans are flexible and are designed to link with other areas of the curriculum where possible.

5. The contribution of History to teaching in other curriculum areas

History often lends itself to cross curricular links. It is important to embrace these links provided the history learning objective is successfully met.

5.1. English:

With careful planning, history affords opportunities for children to develop and apply their English skills. Reading and writing skills are essential for undertaking historical enquiry, for collecting information and source material, making notes and following instructions. Discussion, presentations, drama and role play are significant ways in which children can increase their understanding of different historical events. Evaluating historical evidence requires children to articulate their ideas, and to compare and contrast their views with those of other people.

5.2. Mathematics:

Through teaching history, children can apply their mathematical skills by analysing data, and studying chronological information. The use of timelines and charts contributes to the children's mathematical understanding.

5.3. Computing:

The use of Computing can help children's learning in history by providing a great deal of information. Historical understanding can be enhanced when using laptops and Chromebooks to research a significant person, event or life in the past.

5.4. Geography:

There are close links between the two subjects as they are both taught within our topic lessons. An investigation of how an aspect of the local area has changed over a long period, or how the locality was affected by a significant national or local event, will link both history and geography. As children study British, European and world history they will use and develop their mapping skills and discover the location of places.

5.5. Science & Technology:

Through history, children can learn about scientists past and present, the impact that science has had in shaping our lives and experiences as well as where scientific or technological advances have had the greatest impact.

6. Assessment and Recording

This will be in accordance of the school's assessment policy. The assessment of pupils learning and work can provide information for pupils, teachers and parents:

- To enable pupils to reflect upon and celebrate achievements.
- To help plan for progression, continuity, and to inform planning for future work of whole classes and individuals.
- To communicate achievement and identify areas for further development to pupils, parents and teachers.
- To evaluate the effectiveness of teaching and learning.

Assessment is an integral part of teaching and learning and based upon teachers' judgements of pupils attainment and progress. Assessment is built in to the planning of learning experiences and clearly related to the learning outcomes that are proposed. Assessment activities should be wide ranging and matched to the pupils' ability i.e. differentiated by task or by outcome.

7. Monitoring and Reviewing

The history subject leader is responsible for supporting colleagues in the teaching of history, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school. The history subject leader will carry out book looks, complete learning walks, check planning for coverage, check that standards are met and age related expectations are reached for the majority of pupils and finally gather pupil voice through questionnaires and conversations with the children.

