**Twiss Green Community Primary School**

**Policy for History**

# **Intent**

At Twiss Green Community Primary, we believe that high-quality history lessons inspire children to want to know more about the past and to think and act as historians. Through cross-curricular themes, 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 make links with our locality, wherever possible. We teach skills and knowledge as set out in the National curriculum and ensure that is accessible for all.

It is our intention that the children develop;

A good 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.

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, discuss and evaluate the past by formulating 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 research across a range of history themes.

A developing sense of curiosity about the past; how and why people interpret the past in different ways.

# **Implement**

# History is taught through themes throughout the year, so that children achieve depth in their learning. The Early Years Foundation Stage (EYFS) follows the ‘Development Matters in the EYFS’ guidance which aims for all children in reception to have an ‘Understanding of the World; people and communities, the world and technology’ by the end of the academic year. KS 1 and 2 History is integrated within a cross-curricular thematic approach or as a topic focus for the half-term or term.Teachers have identified the key knowledge and skills of each theme and consideration has been given to ensure progression across topics throughout each year group. By the end of Year 6, children will have a chronological understanding of British history from the Stone Age to the present day. They are able to draw comparisons and make connections between different time periods and their own lives. Interlinked with this are studies of world history, such as the ancient civilisations of Greece and the Mayans.

The local area is also fully utilised to achieve the desired outcomes, with opportunities for learning outside the classroom embedded in practice. Planning is informed by and aligned with the national curriculum. Consideration is given to how learners will be supported in line with the school’s commitment to inclusion. Outcomes of work are monitored to ensure that they reflect a sound understanding of the key identified knowledge.

**Impact**

Outcomes in themed work books evidence a broad and balanced history curriculum and demonstrate the children’s acquisition of identified key knowledge. Children review the agreed successes. Emphasis is placed on analytical thinking and questioning which helps pupils gain a coherent knowledge and understanding of Britain’s past. They gain an understanding of the wider world and are curious to know more about the past. Pupils learn to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.

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