



History Policy

Intent

At Norden we believe in creating a high-quality history curriculum that inspire children to want to know more about the past, and to think, speak and write as historians. Children have opportunities to investigate and interpret the past, develop their chronological understanding, build an overview of their local area's history, understand Britain's past as well as that of the wider world, and to be able to communicate historically.

Our aim is to deliver a curriculum which is accessible to all and that will maximise the outcomes for every child so that they know more, remember more and understand more. The History curriculum is designed to ensure a clear progression of substantive knowledge and disciplinary knowledge from Early Years to Year 6 using the EYFS framework (Understanding the World) and National Curriculum expectations. We aim to develop children with the following key characteristics to help them become effective historians:

Increase and develop their substantive and disciplinary knowledge

Within substantive knowledge:

- Remember key knowledge from the units studied e.g. Why did the Romans come to Britain in the first place?

Within disciplinary knowledge:

- To introduce children to historical enquiry through studying historical evidence asking questions and problem solving
- To help children develop a sense of chronology and appreciation of past events
- To help children interpret history using a variety of sources
- To give understanding that the society in which children live, has been shaped by past developments
- To develop an appreciation of the need for both continuity and change
- To develop the ability to communicate historical knowledge in oral, written and visual forms using appropriate vocabulary and techniques
- To develop an understanding of cause and effect
- To develop a deep understanding of the rich history of their locality
- Develop their interest in the past, arousing their curiosity and motivation to learn.
- To understand how Britain changed by considering how people lived in the past so that they are better able to make their own life choices today.

Implementation

- We begin the teaching of history in Foundation Stage as the children start developing their understanding of the world with the most recent past. We use photographs, artefacts, visits into the locality, stories and by talking to older people about 'then and now'.
- As the children move into Key Stage 1 they build on their earlier work using 'living memory, eye-witness accounts and the immediate environment of the school as their starting point.
- History becomes a stimulus and a springboard for the development of oracy, writing, thinking and reasoning skills.
- As they become older the children learn about at least one of the different periods of history set out in the history guidelines of the National Curriculum.
- On every appropriate occasion teachers use first-hand experience, visits, visitors, artefacts and the local and wider environment to engage children's interest and imagination.
- Through their understanding of the past and of lives in different conditions children are encouraged to develop their feelings and empathy for others.
- Through their understanding of the past children are helped to develop an understanding of their identity as British citizens.
- Children learn about development of democracy, our government, the monarchy, citizenship and the Law. They learn about rights and responsibilities, moral, social and environmental issues.
- We use financial resources to build up a good collection of resources, artefacts and books to support the teaching of history.
- We follow a 'Link it, Learn it, Check it, Show it and Know it' approach to enable the children to remember important knowledge for the long-term.
- The teaching and learning of History takes into account the needs of all children, including those with SEN, and has high expectations for all.
- History is taught on an alternate half terms, but retrieval of substantive knowledge continues during the half terms when there is not a history unit of learning being taught.

Impact

History is used to promote excellence and enjoyment and also fun. It will have a strong presence in the ethos of the school through displays, performances, music, drama and assemblies. Parents and grand-parents will be encouraged to join in the teaching and learning of history. Pupils will develop an understanding of changes over time in people, places, landscape and culture. They will know about different periods in our history, people who brought about change and significant developments that changed Britain and the world. The children will be effective historians and have a love of history. The main aim is to enable our children to meet the expectations of each year group and prepare them for Key Stage 3 History by the time they leave our school.

Written by C. Hatton

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Approved by Governors

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