



# Marsh Green Primary School



## History Policy

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Written by: Lucy Knott



Achieve Believe Celebrate

We believe that by teaching history through the creative curriculum we develop an awareness of the past and the ways in which it differs from the present. We also consider how actions in the past might affect our present and future.

### **Aims**

At Marsh Green school we aim to:

- Stimulate an interest in the past and appreciate human achievement.
- Develop a knowledge of chronology and the passage of time.
- Learn about major issues and events in British history and of the wider world and how those events influence each other.
- Distinguish between historical facts and interpretation of those facts.
- Encourage an understanding of the processes of change and continuity in human affairs and to recognize that change and progress are not necessarily the same.

### **Organisation**

History teaching focuses on enabling children to think as historians. We place an emphasis on examining historical artefacts and primary sources. In each key stage we give children the opportunity to visit sites of historical significance. We encourage visitors to come into the school and talk about their experiences of events in the past. We recognise and value the importance of stories in history teaching and we regard this as an important way of stimulating interest in the past. We focus on helping children understand that historical events can be interpreted in different ways and that they should always ask searching questions, such as 'how do we know?', about information they are given.

We recognise the fact that in all classes there are children of widely different abilities in history and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

Teachers will base their short term planning on the programmes of study for their relevant year groups and use the Grammarsaurus scheme of work for planning individual units. These must be adapted in order to provide the most effective adaptive teaching for the current year group and to include relevant opportunities for retrieval.

### **Assessment and Recording**

We assess the children's work in history by making informal judgements as we observe the children during lessons. Each unit starts with a prior knowledge mind-map/page. Each unit ends with an end of unit quiz that will be answered in their books. Children can refer back to

their prior knowledge at the beginning to help them answer questions. End of unit assessments are adapted to suit the needs of all learners, including those with SEN/D.

### **Resources**

Topic boxes for each topic will be in the classroom. Any items requests must be forwarded to the subject teacher so that it can be included within the budget requests. Extra books can be found in the school library to support children's research. Additional resources can also be requested from the Children's Library service and teachers are encouraged to plan visits to local sites and museums and use the expertise of staff there.

### **Monitoring and Review**

The history subject leader is responsible for monitoring the standard of the children's work and the quality of teaching in history. The subject leader is also 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. Topic books are reviewed each term

This policy reflects the requirements of the National Curriculum programmes of study to provide a broad and balanced curriculum. It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010. In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the Early Years Foundation Stage (EYFS) statutory framework.

The governing board will monitor the effectiveness of this policy and the headteacher will ensure that all required elements of the curriculum, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met. Provision is in place for pupils with different abilities and needs, including children with SEN. It is the responsibility of teaching staff to ensure that the school curriculum is implemented in accordance with this policy.

This policy also links to the following policies and procedures: