



Benhall St Mary's C of E Primary School

Be the best you can be.

Let your light shine before others; that they may see your good works and glorify your Father who is in heaven' - Matthew 5:16

History Policy

2024-2026

Intent

History helps us to understand how people and events of the past have shaped the world they live in today. At Benhall, we believe that history can influence pupils' decisions, values, attitudes and choices. We want history to create curiosity and challenge pupils, we want pupils to know more about the experience of people in the past and to learn lessons for the future.

Key concepts

chronology, civilization, community, culture, democracy, development, diversity, empire, evidence, invasion, invention, monarchy, oppression, rebellion, society, source, tyranny,

Our history curriculum encourages:

- A strong focus on developing both historical skills and knowledge.
- Critical thinking, with the ability to ask perceptive questions, evaluate evidence, and develop reasoned arguments.
- The use of historical sources and methodologies to investigate the past.
- A deep understanding of Britain's history, its influence globally, and its connections with world events.
- A growing use of historical vocabulary and concepts, including chronology, continuity, change, cause, consequence, significance, and perspective.

Implementation

History is taught in half-termly units throughout the year. Key knowledge, skills and vocabulary have been identified to ensure knowledge is built progressively. Mini-assessments are built in to the units to ensure previously taught information is recapped consistently. Knowledge organisers are used by pupils to consolidate learning and are referred to in lessons.

Pupils research, interpret evidence, including primary and secondary sources, and have the necessary skills to argue for their point of view.

Trips and visitors are an essential part of helping our students understand the history they are studying. Relevant links are made to other subjects to deepen pupils' understanding.

Teaching and Learning

Through their work in history, children develop knowledge of their local history, British history, and the wider world.

- As pupils progress, they deepen their understanding of significant historical events, people, and developments, as well as how different interpretations of the past can shape present-day perspectives.
- Pupils learn to construct informed arguments by analysing a range of primary and secondary sources.
- Pupils are introduced to subject-specific vocabulary and concepts, using them accurately and confidently.

Historical knowledge and skills provide the framework to help pupils connect events and developments across different periods, contexts, and scales.

The learning objective for each lesson is informed by the **National Curriculum (2014)** to guide children's learning. Teaching is supported by a range of resources, including timelines, maps, artefacts, and digital tools.

Outdoor learning and site visits are embedded throughout the curriculum. Programmes of study are structured with clear key knowledge and skills progression, ensuring effective assessment and continuity across the school.

Benhall Blueprint

Curriculum Structure

- **Chronological Framework:** Arrange content chronologically, enabling students to build a timeline of events and connect different historical periods. Reinforce core themes across eras, such as conflict, society, and technological change.
- **Core Knowledge:** Emphasize key figures, events, and concepts, revisiting them across different contexts to solidify understanding. Include diverse perspectives to provide a balanced, comprehensive view of history.

Skill Development

- **Historical Enquiry:** Encourage enquiry into cause and effect, historical significance, and change over time. Guide students in analysing sources and evaluating different interpretations.
- **Critical Analysis of Sources:** Use primary and secondary sources to develop students' skills in evaluating reliability and bias. Encourage critical thinking by comparing sources and investigating motives.

Teaching and Assessment Approaches

- **Conceptual Depth:** Focus on themes like empire, democracy, and social justice. Connect these themes to students' lives and current events, fostering relevance.

- **Assessment of Understanding:** Use mid/ end of term assessments to gauge not only factual recall but also interpretative skills and the ability to construct historical arguments.

Developing Historical Literacy

- **Integrating Context:** Situate historical topics within broader contexts (social, economic, political) to build historical empathy and a deeper understanding of past societies.
- **Cross-Curricular Connections:** Integrate literature, geography, and art to enrich the historical context, allowing students to appreciate the interdisciplinary nature of history.

Encouraging Curiosity and Inquiry

- **Discussion and Debate:** Promote open discussions on historical debates and interpretations, encouraging students to defend their views with evidence.
- **Project-Based Learning:** Engage students with research projects that focus on specific events, figures, or themes, fostering independent inquiry.

Inclusive Practices

- **Diversifying Perspectives:** Include underrepresented voices and events to broaden students' understanding of world history.
- **Tailored Support:** Offer adapted resources and scaffolded learning to meet varying student needs.

EYFS

Early Years pupils explore historical themes through the **Understanding the World** strand of the EYFS curriculum. They develop an awareness of past and present events in their own lives and the lives of their families and communities. This involves opportunities to observe, discuss, and explore artefacts, stories, and images of the past.

KS1 and KS2

Key Stage 1:

During Key Stage 1, pupils learn about significant individuals, events, and changes within living memory and beyond. They develop an understanding of chronology by sequencing events and using timelines. Key areas of study include:

- Changes within living memory.
- Significant individuals who have contributed to national and international achievements.
- National events, such as the Great Fire of London or Remembrance Day.
- Significant historical events, people, and places in their locality.

Pupils use historical sources, ask and answer questions, and begin to compare and contrast the past with the present.

Key Stage 2:

During Key Stage 2, pupils extend their knowledge to include broader historical contexts and developments. They study:

- British history, including Stone Age to Iron Age Britain, the Roman Empire, Anglo-Saxon and Viking England, and the impact of the Norman Conquest.
- A chronological narrative of British history, including changes from medieval to modern times.
- Thematic studies, such as democracy and empire.
- Significant world civilizations, including Ancient Egypt, Ancient Greece, and the Mayans.
- Local history studies to connect pupils to their immediate context.

Pupils develop their ability to construct arguments, evaluate evidence, and understand how and why interpretations of the past differ. They use timelines, historical maps, and digital tools to explore and present their understanding.

Impact

Outcomes in books evidence a broad and balanced curriculum, demonstrating key knowledge and vocabulary acquired by the pupils. Historical skills as well as factual knowledge will be assessed in order to decide whether a child is working towards, at expected or working above the expected standard.

Pupils will gain a secure knowledge and understanding of key events and people from historical periods. They will be critical thinkers who support, evaluate, debate and challenge their own and others' views using detailed, appropriate and accurate historical evidence derived from a range of sources.

Assessment

Assessment for learning is continuous throughout planning, teaching, and learning cycles.

Strategies include:

- Observing children's work during individual, paired, and group tasks.
- Using open-ended questions to encourage critical thinking.
- Reviewing books and evaluating tasks to ensure acquisition of key knowledge and skills.

- Mid/ end of term assessments and knowledge catchers to assess retention and understanding.
- Providing feedback that challenges misconceptions and deepens understanding.

Role of the Subject Leader

The subject leader's responsibilities are to:

- Ensure a high profile for history within the school.
- Provide relevant and effective resources to enhance teaching and learning.
- Model and support the teaching of history.
- Monitor progression and coverage of the National Curriculum.
- Lead improvements informed by research and best practices in pedagogy.
- Ensure that history teaching is inclusive and accessible for all pupils.

Evaluation:

This policy will be reviewed every two years.

Reviewed November 2024