



Heatherley Primary School

History Policy

Subject Coordinator Bethany Backhouse

The Curriculum Policy for *History*

Introduction

All pupils are entitled to a broad and balanced curriculum regardless of race, gender, religion or ability.

This policy outlines the **Intent**, **Implementation** and **Impact** of the History here at Heatherley.

The **Implementation** of this policy is the responsibility of all teaching staff. The school policy for History reflects the consensus of opinion of the whole Heatherley Community including teaching staff and Governors.

This policy has been written as a response to changes in the teaching of History through the New Primary Curriculum 2014 and the changes in the New OFSTED framework 2019.

Intent

At Heatherley Primary School, we aim to provide a history curriculum with appropriate subject knowledge, skills and understanding as set out in the National Curriculum's history programme of study. We aim to provide an engaging and varied curriculum that interests and fascinates our children while meeting the needs of all backgrounds, cultures and abilities.

We encourage our children to develop critical thinking skills through our promotion of curiosity and encouragement to ask questions. The children are encouraged to consider evidence through the provision of various sources, consider their own argument, and develop their own perspective and judgement.

Through our teaching of history, we intend to develop integrity, determination and empathy in our children, they are able to explore periods, events and people contrasting to themselves, and place themselves in another's shoes. We will, where possible, link history to other subject areas, and provide enriching history days to acknowledge significant dates and bring topics 'to life'. At Heatherley, lesson planning in history takes account of the children's prior knowledge and skill development in order to build further upon the children's existing skills and prepare them for the next stage in their learning journey.

Implementation

Our long term planning is based on a two year planning cycle with a different topic each term.

The history scheme of work prioritises knowledge of prominent periods of history from the Prehistoric Period, Ancient Era - including Ancient Egypt and Rome, the Medieval Period, the Early Modern Period and the Modern World; including Contemporary Britain. This content gives children high quality exposure to pivotal periods of time such as the Stone Age period, The Egyptians, The Romans and Celtic Britain, The Vikings, The Tudors and the Victorians.

Within our history curriculum plan, we also incorporate local history, of Forest Town / Mansfield, into history lessons. The children will therefore have access to history topic at local, national and international levels. With all of our history topics, we aim to incorporate high-quality reading materials to help further develop the children's understanding and to build upon their use of key language and terminology throughout the history curriculum.

In addition, we look for exciting ways to enrich the curriculum through specific visits and events (e.g. a visit to a Victorian workhouse with a live roleplay experience). As part of our focus to ensure that children gain as much knowledge and understanding of the key historical events, we aim to provide the children with learning opportunities that not only study key figures and events from particular eras, but also build an understanding of that period (e.g. what would it be like to be a child in Victorian London?).

We also strive to help children to build schema of key themes through history (such as 'inventions and technology' and 'democracy and government'). This helps children to build a greater understanding of themes through history and to also build a larger concept of chronology.

Throughout the delivery of the history curriculum in school, we look to not only build upon children's key knowledge, but also allow the children to develop accompanying skills, such as research and debate, which are further developed as the children progress through the school. This enables the children to not only study historical events, but to learn key messages and morals from them and to understand that many events can be viewed from a wide range of viewpoints and perspectives, which links with our strong emphasis of PSHE in the curriculum (through key concepts such as empathy). This approach, combined with the other areas of our tailored curriculum, helps to develop our children into well-rounded citizens who appreciate and thrive by learning from the past.

Extended Curriculum Opportunities

- Regular school trips provide further relevant and contextual learning across all the key stages.
- Visitors to school
- Whole school curriculum days

Impact

This helps children to build a greater understanding of themes through history and to also build a larger concept of chronology. Throughout the delivery of the history curriculum in school, we look to not only build upon children's key knowledge, but also allow the children to develop accompanying skills, such as research and debate, which are further developed as the children progress through the school. This enables the children to not only study historical events, but to learn key messages and morals from them and to understand that many events can be viewed from a wide range of viewpoints and perspectives, which links with our strong emphasis of PSHE in the curriculum (through key concepts such as empathy). This approach, combined with the other areas of our tailored curriculum, helps to develop our children into well-rounded citizens who appreciate and thrive by learning from the past.