

History Policy

We provide all pupils with the knowledge and skills to consider how the past influences their present and how it guides their decisions about personal choices, attitudes and values.

History inspires children's curiosity, encourages them to ask critical questions and enables them to have a better understanding of the society in which they live and that of the wider world. It is about real people who lived, and real events which happened in the past. History is concerned with sequence, time and chronology and is the study of evidence about the past; it gives us a sense of identity, set within our social, political, cultural and economic relationships. History fires the children's curiosity about the past in Britain and the wider world and plays an essential part in preparing us for living and working in the contemporary world.

Statement of intent

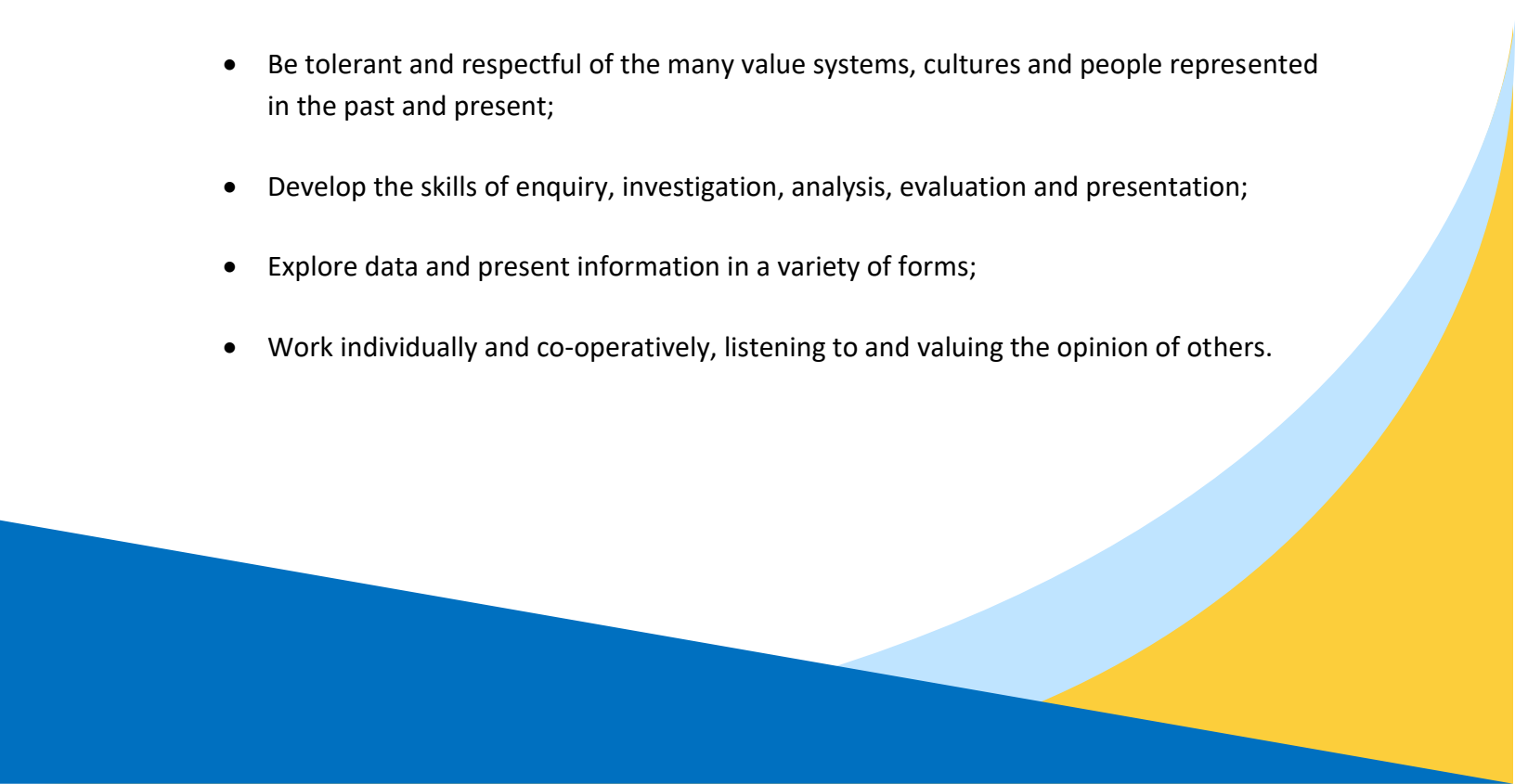
History at Tonacliffe is exciting, engaging and fun. It is our intent to provide **all** children with a broad and balanced curriculum. Our programme of study is designed to help equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History will help pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

This will be implemented by creating a curriculum which is bespoke to our school and our children. The aims and objectives are to;

- Enable children to be observant about the historical and social aspects of their local environment and national heritage;

- Help pupils develop a chronological framework for their knowledge of significant events and people in their lives;
- Encourage children to be aware of the past and recognise links between local, national and international events;
- Enable children to compare and contrast the past with the present;
- Help pupils to be interested in the world around them and its past;
- To help children understand society and their place within it, so that they develop a sense of their cultural heritage;
- Develop a variety of key skills including those of inquiry, problem solving, creative thinking, computing and communication;
- Improve skills through carefully planned cross-curricular links.

The children are taught to:

- Ask and answer historical questions;
 - Form hypotheses and collect and record evidence appropriately;
 - Distinguish between fact and opinion and develop their own points of view;
 - Explore and explain the causes and consequences of different events;
 - Be tolerant and respectful of the many value systems, cultures and people represented in the past and present;
 - Develop the skills of enquiry, investigation, analysis, evaluation and presentation;
 - Explore data and present information in a variety of forms;
 - Work individually and co-operatively, listening to and valuing the opinion of others.
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Implementation through Teaching and Learning

Learning is organised in a two-year cycle (Year A and Year B). Within Year A, three units will be taught in KS1 and in LKS2, and two units in UKS2. Within Year B, three units will be taught in KS1 and in UKS2, and two unit in LKS2. This cycle of work encompasses all aspects of the National Curriculum for History. Each unit is underpinned by a substantive concept. Alongside this substantive knowledge, children will develop their disciplinary skills as they learn how to think like a historian. Meaningful cross-curricular links are made where possible. We ensure continuity and progression in our History curriculum using direct teaching and practical activities.

In the Early Years Foundation Stage (EYFS) we teach history as an integral part of the Understanding the World work covered during the year. We do not create a static long term plan for history. Our planning is done on a weekly basis, which reflects children's interests and learning development needs. We provide a bespoke curriculum which is tailored to our children's specific learning requirements. The learning and development of history is implemented through a mix of adult-led and child-initiated activities. We relate the history side of the children's work to the objectives set out in the EYFS. We develop children's historical knowledge and understanding of the world through activities such as exploring historical artefacts, looking and discussing pictures of famous people in history or discovering the meaning of new and old in relation to their own lives. Historical vocabulary is also introduced and developed to enable children to discuss their ideas fully.

In KS1 pupils will develop an awareness of the past, using common words and phrases relating to the passing of time. They will know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They will use a wide vocabulary of everyday historical terms. They will ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They will understand some of the ways in which we find out about the past and identify different ways in which it is represented.

In KS2 pupils will continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they

study. They will note connections, contrasts and trends over time and develop the appropriate use of historical terms. They will regularly address and sometimes devise historically valid questions about change, cause, significance, similarities and differences. They will construct informed responses that involve thoughtful selection and organisation of relevant historical information. They will learn how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reason for this.

Strategies for the Teaching of History

In history provision is made for all learning, which will include a range of teaching and learning strategies to meet children's needs. The History curriculum at Tonacliffe is designed to provide children with learning opportunities that reflect the breadth and balance of contexts outlined in the National Curriculum 2014.

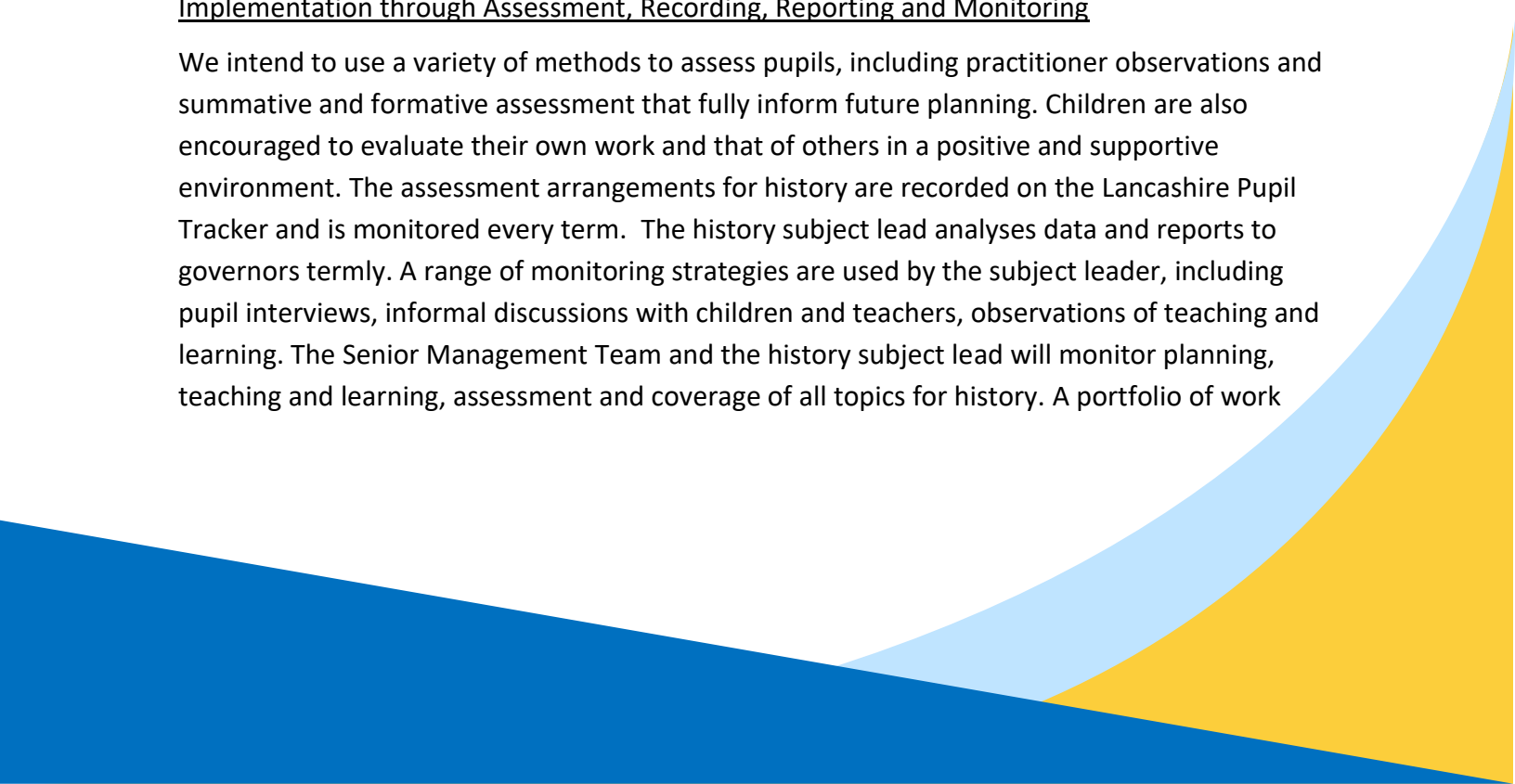
As an integral part of the teaching and learning of history, children will be given the opportunity to undertake research, sifting through evidence and putting across their point of view in a variety of ways. Where appropriate, educational visits, artefacts and visitors to school are used to enrich children's learning.

Work is organised so that children work in a range of groups – whole class, small groups, in pairs and individually, sometimes with support and sometimes independently.

Throughout the school, there are displays reflecting current topic work. This celebrates pupils' achievement in history.

Implementation through Assessment, Recording, Reporting and Monitoring

We intend to use a variety of methods to assess pupils, including practitioner observations and summative and formative assessment that fully inform future planning. Children are also encouraged to evaluate their own work and that of others in a positive and supportive environment. The assessment arrangements for history are recorded on the Lancashire Pupil Tracker and is monitored every term. The history subject lead analyses data and reports to governors termly. A range of monitoring strategies are used by the subject leader, including pupil interviews, informal discussions with children and teachers, observations of teaching and learning. The Senior Management Team and the history subject lead will monitor planning, teaching and learning, assessment and coverage of all topics for history. A portfolio of work



from Reception to Year Six will show examples of history work. Reporting to parents/carers occurs annually within a child's written report to parents/carers.

Implementation through Inclusion, Including Meeting the Needs of SEND Pupils

All pupils, irrespective of gender identity, sexual orientation, disability, race, religion, socioeconomic status and academic ability have access to history at a level appropriate to their needs. All children should make the greatest possible progress. We are committed to providing a teaching environment conducive to learning, which will include a range of teaching and learning strategies to meet children's needs. The school's SEND policy is adhered to by all teaching and learning provision in line with this document.

Implementation through Resources

Resources are purchased and deployed effectively to meet the requirements of the EYFS curriculum and the National Curriculum. History resources are allocated according to the themes taught in each age group. Children have the opportunity to use primary and secondary sources such as timelines, historical records, artefacts and the internet. Annual resource audits are completed by the history subject lead to ensure that school is equipped to meet the needs of its learners. Future resources are accounted for in the school development plan for history and this is renewed annually.

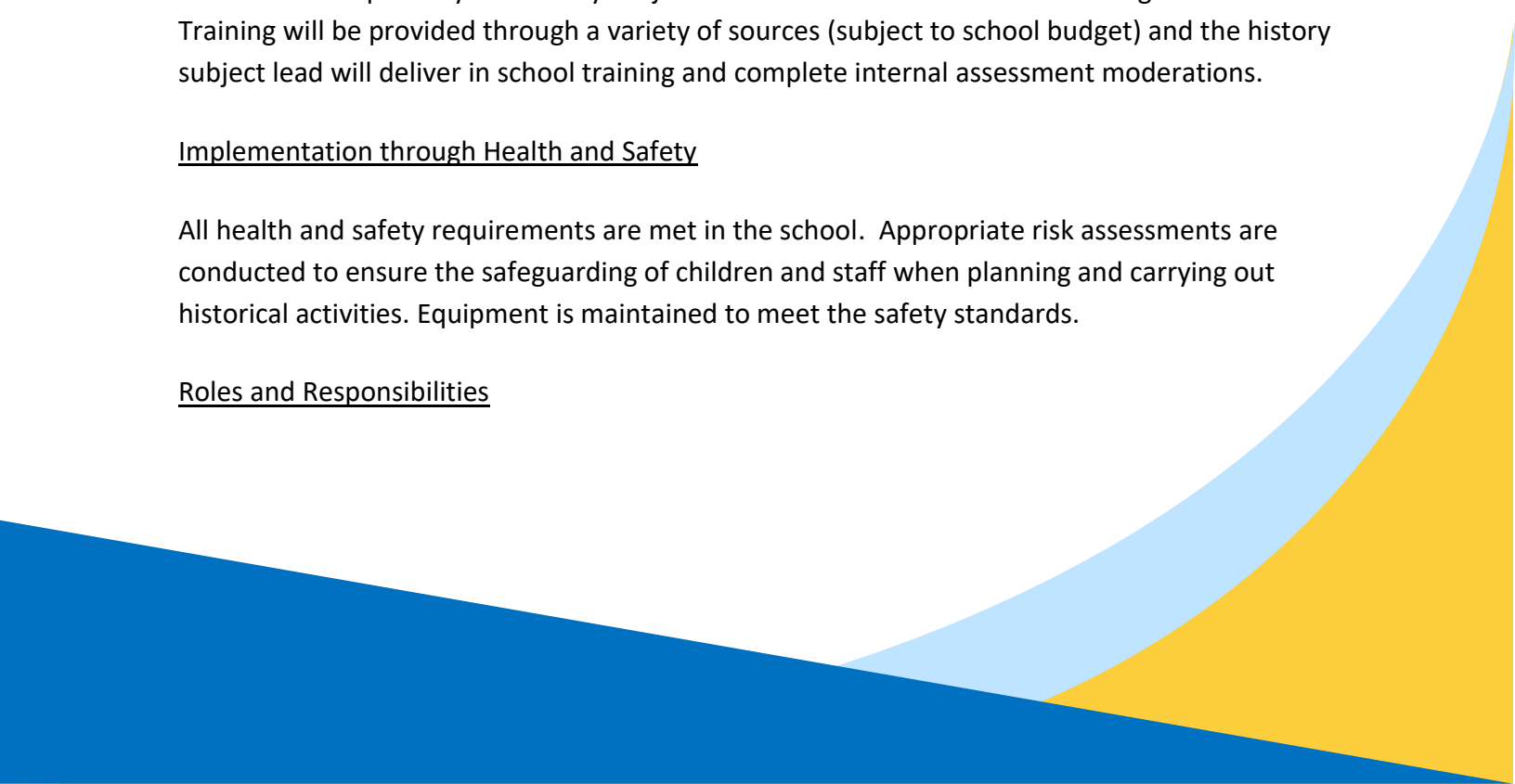
Implementation through Professional Development and Training

Effective implementation of this History policy is subject to staff being adequately trained and competent in all areas of history. In order to meet the needs of staff in school, regular skills audits will take place by the history subject lead which will inform future training needs. Training will be provided through a variety of sources (subject to school budget) and the history subject lead will deliver in school training and complete internal assessment moderations.

Implementation through Health and Safety

All health and safety requirements are met in the school. Appropriate risk assessments are conducted to ensure the safeguarding of children and staff when planning and carrying out historical activities. Equipment is maintained to meet the safety standards.

Roles and Responsibilities



The Senior Management Team has the overall responsibility for history; however, the subject lead is responsible for monitoring curriculum coverage and the impact of learning and teaching.

The subject lead will:

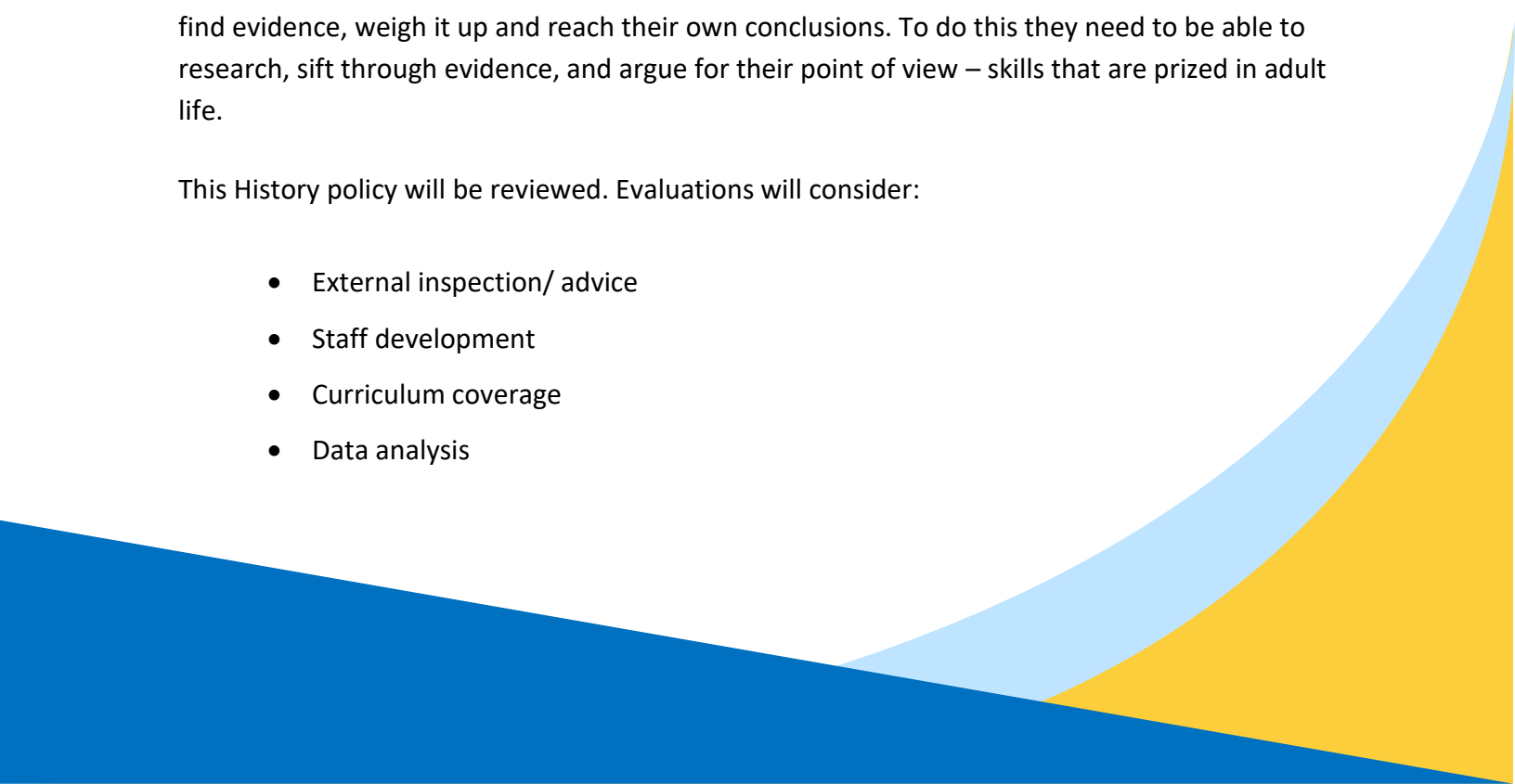
- Support colleagues in teaching the subject content and developing their skills in planning, teaching and assessing history;
- Renew, update and oversee the audit of resources needed to deliver the curriculum;
- Monitor and evaluate the learning and teaching of history, including children's progress and attainment;
- Develop assessment and record keeping ensuring progression and continuity and disseminate good practice to staff;
- Keep abreast of developments to the teaching and learning of history.

All stakeholders will work together to ensure the implementation of the history policy.

Impact

History will be shared through a variety of means and a positive relationship fostered with home, school and the wider community. Through a broad and balanced curriculum within History, pupils will be able to consider how the past influences the present, what past societies were like, how these societies organised their politics, and what beliefs and cultures influenced people's actions. As they do this, children will develop a chronological framework for their knowledge of significant events and people. They will see the diversity of human experience, and understand more about themselves as individuals and members of society. What they learn will influence their decisions about personal choices, attitudes and values. In History, children find evidence, weigh it up and reach their own conclusions. To do this they need to be able to research, sift through evidence, and argue for their point of view – skills that are prized in adult life.

This History policy will be reviewed. Evaluations will consider:

- External inspection/ advice
 - Staff development
 - Curriculum coverage
 - Data analysis
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H. Aherne (History lead)

September 2025

