



# History Policy

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| <b>Written</b>                                  | September 2026 |
| <b>Written By</b>                               |                |
| <b>Ratified by Governing Board</b>              |                |
| <b>Date of Review</b>                           | September 2028 |
| <b>Signed - Headteacher/ Chair of Governors</b> |                |

## **Introduction**

At Lindens Academy we are committed to providing all children with learning opportunities to engage in history. This policy reflects Lindens Academy's values and philosophy in relation to the teaching and learning of history. It sets out a framework within which teaching and non-teaching staff can work within, and gives guidance on planning, teaching and assessment.

## **Philosophy**

History 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. Pupils 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 be able to 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 can 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.

## **Aims and Objectives**

The aims of history are consistent with our academy philosophy. Our aims for history at Lindens Academy are:

- To enthuse the children with curiosity and understanding of events, places and people in a variety of times and environments.
- To develop an interest in the past and an appreciation of human achievements and aspirations
  - To understand the values of our society.
- To learn about the major issues and events in the history of our own country and the wider world, understanding how these events may have influenced one another.
- To develop a knowledge of chronology within which the children can organise their understanding of the past.
- To understand how the past was different from the present and that people of other times and places may have had different values and attitudes from ours.

## **Role of the Subject Leader**

The role of the subject leader is to;

- Advise and support staff in planning teaching and learning of history.
- Support staff with subject knowledge e.g. fieldwork
- Monitor teachers' planning as part of on-going subject monitoring and evaluation of practice
- Use feedback from monitoring to develop an action plan for history with realistic and developmental targets.
- Audit, identify, purchase and organise all history resources, ensuring they are readily available and well maintained.
- Document and review the agreed ways of working through a written policy document
- Compile a portfolio of children's history work to evidence progression and examples of good practice for staff to refer to.

- Keep up-to-date on the use of history in the curriculum.
- Promote history throughout the academy e.g. Black History Month, International week during the summer term etc...

## **Teaching and learning**

At Lindens Academy we use a variety of teaching and learning styles in history lessons as our main aim is to develop the children's knowledge, skills and understanding in history. We believe in whole-class teaching methods and combine these with enquiry-based research activities. We believe children learn best when:

- They have access to, and are able to handle artefacts.
- They go on visits to museums and places of interest.
- They have access to secondary sources such as books and photographs.
- Visitors talk about personal experiences of the past.
- They undertake fieldwork by interviewing family and older friends about changes in their own and other people's lives.
- They are shown, or use independently, resources from the internet and videos.
- They are provided with opportunities to work independently or collaboratively, to ask as well as answer historical questions.

We recognise the fact that the pupils at Lindens Academy are of differing abilities in all our classes. From this, we provide suitable learning opportunities for all pupils by matching the challenge of the task to the ability of the child. We achieve this through adaptive teaching by task, expected outcome and/or support from peers or adults.

The children undertake a broad and balanced programme of history that takes account of abilities, and physical, emotional and intellectual development. Through history the children learn a range of skills, concepts, attitudes and methods of working. At Lindens Academy we are concerned with the process of history activities ensuring that lessons are taught effectively and the skills are built upon each other in a logical order.

## **Early Years**

During the Foundation stage at Lindens Academy, the children are given the opportunity to find out about past and present events in their own lives, and those of their families and other people they know. In the Foundation stage, history makes a significant contribution to developing a child's 'knowledge and understanding of the world' through activities such as looking at pictures of famous people in history or discovering the meaning of new and old in relation to their own lives. Due to the new Early Years curriculum starting in September 2021, the children at Lindens in Reception will be involved in standalone history days as well as studying significant historical people from around the world every half term to meet the new ELG Past and Present.

## **Key Stage 1**

The National Curriculum Programme of Study at Key Stage 1 focuses on developing children's awareness of the past, using common words and phrases relating to the passing of time. They should 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. Children should use a wide vocabulary of everyday historical terms. They should 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 should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Key Stage 1 pupils at Lindens Academy are introduced to history through their Curriculum lessons. During these lessons, the pupils will be taught about:

- Changes within living memory.
- Events beyond living memory that are significant nationally or globally.
- The lives of significant individuals in the past who have contributed to national and international achievements.
- Significant historical events, people and places in their own locality.

## **Key Stage 2**

The National Curriculum Programme of Study at Key Stage 2 should continue to allow children to develop a chronologically secure knowledge and understanding of British, local and world history. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. Pupils at Lindens Academy will be taught about:

- Changes in Britain from the Stone Age to the Iron Age.
- The Roman Empire and its impact on Britain.
- Britain's settlement by Anglo-Saxons and Scots.
- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.
- A local history study.
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.
- The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.

## **Curriculum Planning**

At Lindens Academy history is taught through a topic based approach alongside the subjects Design Technology, Geography and Art and Design. Our Creative Curriculum is carefully planned to engage and excite all our learners. In order to provide Beacon with a high quality curriculum, it is the driving force for our planning. Our long-term and medium-term plans map out the skills and themes covered each term for each key stage. These plans define what will be taught and ensure an appropriate balance and distribution of work across each term.

## **Inclusion**

We teach history to all children, whatever their ability. History forms part of the academy curriculum policy to provide a broad and balanced education for all children. We provide learning opportunities that are matched to the needs of children with learning difficulties. Our work in History takes into account the targets set in the children's Individual Support Plans (ISPs).

*(see our Inclusion Policy for more information).*

## **Assessment and recording**

We assess children's work in History by making informal judgements as we observe them during lessons. On completion of a piece of work, the teacher marks the work and comments as necessary. Where applicable, the teacher gives advice on the next steps for learning. We report progress in history to parents at the end of the year through the written reports. All of our History objectives are taken from the 2014 National curriculum for each key stage.

Records of progress in History:

- Each child from Year 1-6 has a History book which is used weekly/fortnightly.
- In EY's Understanding of the world (History) activities are evidenced in children's individual learning journeys. Additionally to this Reception have a topic book.
- Before each topic begins, the children will complete a prior learning discussion to demonstrate the knowledge that they have retained in previous years around topics that are relevant to their new one.
- At the start of each unit is a big picture sheet with the Learning objectives.
- At the end of each topic the children complete a short quiz to show their knowledge and understanding of what has been taught.
- Examples of children's work, parent workshops, pupil voice/ evaluations, photographs are celebrated in the Year group book.

At the end of the term the children's history skills are assessed by the teachers to see if they are 'Working towards the expected standard', 'below expected standard' or 'above expected standard'. This data is used to inform future planning and teaching to ensure the children reach age related expectations.

## **Resources**

There are a range of age appropriate resources to support the teaching and learning of history at Lindens Academy. We have a wide range of artefact, books and interactive resources for the children to access individually and as a class. Educational Visits are also planned to enhance learning and give pupils the experience to take on a hands on activity. People with an interest, or expertise, in a particular topic or area of history are also invited into Lindens Academy to work with the pupils.

**Here are some resources which are used within History lessons:**

### **Artefacts**

There are topic boxes available for all topics with a range of artefacts for staff to share with the children. These objects give them valuable information about a broad range of people and societies, particularly those where there is little written evidence. In fact, it is often only through objects that we can explore the diversity of past peoples, since they are a universal part of human experience.

### **Homework Projects**

Every year group from Year 1- 6 will have a History project linked to their current topic to develop curiosity for a particular area of History linked to their topic. These homework projects are celebrated in the academy and photographs are recorded in the class books.

### **Special Days**

Across the academic year whole academy will be involved in celebrating some historical dates such as:

- Bonfire Night
- Remembrance Day

- Black History Month
- International Women's Day

### **Policy monitoring**

The History Co-ordinator at Lindens Academy is responsible for the monitoring and implementation of this policy. The subject leader reports to the Headteacher on the effectiveness of the policy and to the Governing Body/Governors, upon its review.