

## Holbeach Primary Academy & Holbeach Bank Academy

# History Policy

### Introduction

History can mean two things – the past and the study of the past. The past includes all aspects of our lives that have gone before. History shapes the customs and beliefs of the communities to which we belong. Learning about the past and the methods used to study it helps pupils to make sense of the world in which they live.

History is about real people and real events. It is important that we can find out what has happened in the past through the use of a wide range of primary and secondary artefacts and sources, and the interpretations made with them.

Through their History lessons, pupils will develop skills to allow them to be open minded and enquiring thinkers who understand cause and consequence, continuity and change, similarities and differences within a time period, and the significance of events and people.

### Aims

The aims of our History curriculum are:

- To develop an interest in the past and an appreciation of human achievements.
- To learn about some of the major issues and events in British, local and World history.
- To develop an understanding of the concept of chronology.
- To understand that different versions of the past may exist and provide reasons why this may be.
- To stimulate the imagination.
- To construct informed responses by selecting and organising relevant and historical information.

## Curriculum

At Holbeach Primary Academy and Holbeach Bank Academy, each topic across Key Stage 1 and Key Stage 2 begins with an enquiry question that focuses the specific historical learning that the children will need to answer the question using collected evidence and interpretations from the course of their lessons.

### Early Years

History in the Foundation Stage is taught within the specific area of “Understanding the World”. The children are supported in developing the knowledge, skills and understanding that helps them to make sense of the world.

The pupils are encouraged to talk about their families and past and present events in their lives. They begin to gain knowledge and understanding of the world through:

- Photographs/artefacts.
- Listening to stories to develop understanding of the past and present.
- Role play activities.
- Discussing events in the past and their own personal lives.
- Sequencing events to gain a sense of time.

### Key Stage 1

The National Curriculum at Key Stage 1 states:

*Children should develop an 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.*

To ensure the coverage/learning described above, children 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
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### Key Stage 2

The National Curriculum for Key Stage 2 states:

*Children should 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 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.*

In planning to ensure the learning and coverage above, children are taught:

in LKS2:

- 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
- Ancient Greece – a study of Greek life and achievements and their influence on the western world

in UKS2:

- A local history study
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (World War II and the Industrial Revolution)
- 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
- A non-European society that provides contrasts with British history: the Maya civilization

## **The Teaching of History**

Story and narrative are central to history teaching and are a natural resource in which sequence, causation and change can be explored. For younger children, stories can provide a vehicle for developing language, a chronological understanding and a stimulus for a range of work.

History teaching should cause pupils to develop their own enquiry skills and questions and provide them with experiences of working with different source materials, documents, photographs, maps, artefacts, oral testimony, videos, secondary interpretations as well as visits.

During History lessons, pupils will access a visual timeline so that past events can be placed in a chronological narrative that builds upon prior learning. This will support the pupils' understanding of the scale of time as well as concurrence with other times and events happening throughout periods of history. A large timeline presenting the whole chronological narrative we learn in school is displayed on the History subject board, with specific teaching-focused timelines displayed in each classroom and revisited at the beginning of each session.

## **Spiritual, Moral, Social and Cultural opportunities**

History is an excellent vehicle for developing children's learning in this area. Discussions about lessons that can be learnt from significant national and global events including the world wars, current conflicts and challenges of our time, as well as aiming to deepen the children's ability to understand and empathise with fellow humans across the globe to help them be true citizens of the diverse world.

## **Record Keeping and Assessment**

All pupils' work is regularly marked and children are encouraged to improve their own learning performance through the school marking policy.

## **Inclusion in the History Curriculum**

This policy relates to the school's philosophy for promoting equal opportunities. Children, irrespective of ability, ethnicity, race or gender, are given full access to the curriculum.

## **Monitoring and Evaluation**

History will be monitored by the History lead who will be responsible for gathering samples of curriculum work. History intentions and outcomes will be monitored to ensure that the key skills are being effectively taught to match the needs and abilities of all pupils.

**History Subject Lead:** Mr O Gaines

**Policy updated:** May 2025

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