

HISTORY POLICY [JUNIOR SCHOOL]

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1. MISSION STATEMENT

To provide excellent, innovative and creative education that enables all students to realise their full potential and to enjoy a fulfilled life as confident, compassionate and healthy members of the global community, who continue to learn, and contribute to a better world for all.

2. AIMS

Our History program aims to:

- Spark curiosity about people, events, and places from various times and environments.
- Appreciate human achievements and understand different societal values, past and present.
- Build a timeline framework to organize historical knowledge.
- Explore how past events and cultures shape the present.
- Develop skills to evaluate evidence and form well-reasoned conclusions.

3. CURRICULUM IMPLEMENTATION

We use questioning to teach History across all year groups, with a focus on local history studies at the end of the school year. Lessons are designed to maximize connections between subjects and ensure balanced coverage.

EARLY YEARS

Children learn about past and present events in their lives and those of their families, developing an understanding of the world.

KEY STAGE 1

Children explore:

- Changes within living memory.
- Significant national and global events.
- Lives of notable historical figures.
- Important local history.

KEY STAGE 2

Students build a secure understanding of British, local, and world history through:

- Studying periods from the Stone Age to modern times.
- Exploring key events like the Roman Empire, Viking invasions, and early civilizations.
- Conducting local history projects and in-depth studies of significant historical themes.

4. TEACHING AND LEARNING

We use a mix of whole-class teaching and hands-on activities, such as handling artifacts, visiting museums, and interviewing people with personal historical experiences. Children also engage with stories, drama, and research projects to deepen their understanding.

5. INCLUSION

We tailor learning opportunities to suit all abilities, ensuring every child can progress and be challenged. Effective questioning is promoted throughout the school and across the curriculum for the following reasons:

- Questions stimulate thinking, and often generate more questions to clarify understanding.
- Good questions generate informative responses often revealing not only misconceptions and misunderstanding, but understanding and experience beyond that expected.
- Good questions encourage learners to make links.
- Good questions push learners to the limit of their understanding.
- Good questions from pupils push teachers to the limits of their understanding too, and challenge them to find better ways of explaining.
- Good questions offer opportunities for learners to hear others' answers to question; it helps them to reflect on their own understanding.

6. IMPACT AND ASSESSMENT

Assessment is ongoing and integral to our teaching process. At the end of each unit, teachers evaluate each student's progress and adjust future planning accordingly. They must be able to answer the big question at the end of each unit.

7. RESOURCES

We provide a variety of age-appropriate resources, including books, internet access, and community experts. A timeline helps visualise historical periods.

8. ROLES AND RESPONSIBILITIES

The History coordinator oversees the implementation of the History policy, monitors teaching practices, and provides feedback to staff and the Senior Leadership Team.

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