



Lympstone C of E Primary School History Policy 2025

'Let all that you do be done in love'

1 Corinthians 16:14

At the heart of our school is a sense of community where we celebrate individuals and share our values to enhance the local and global family. Our values underpin everything we do. These are:

Love, Peace, Compassion, Friendship, Forgiveness, Perseverance, Thankfulness and Trust

We support children to understand our values in action throughout school and to place a high level of importance on their own SEMH needs and the needs of others.

Intent - Aims

The broad aims of History are set out within the National Curriculum. The purpose of History in our school is to promote a historical knowledge and understanding of Britain in the wider world. Our aim is for pupils to be able to hold balanced and well-informed conversations about Britain's past and that of the wider world.

The aims of History are to enable pupils to:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Implementation - Curriculum

We are continuously developing our teaching material and styles. We adapt teaching and learning to meet the needs of all learners, ensuring provision for all children. The curriculum for History is supported by the Grammarsaurus scheme of work which is designed to ensure that a historical

understanding lies at the heart. The scheme focuses on a progression of historical skills through four overarching themes: society and community, exploration and invasion, power, and conflict and disaster. Through history the children learn a range of skills, concepts, attitudes and methods of working. The National Curriculum and our long term planning is used to support our teaching of History in both key stages.

History is taught in half-termly blocks. The work produced by pupils is recorded in individual presentation journals. We ensure that pupils have access to artefacts, visits to museums and historical sights, visitor talks and opportunities to use drama and dance to act out historical events to ensure learning is experiential for all.

Impact - Assessment

Assessment is used to inform planning and to facilitate adaptation. The assessment of children's work is on-going to ensure that understanding is being achieved and that progress is being made. Feedback is given to the children as soon as possible, and marking work will be guided by the school's Marking Policy. In addition, pupils are encouraged to use self-assessment to evaluate their own knowledge and understanding. A comment about their progress is made in the annual report to parents.

Pupils are assessed using age-related expectations. This is done in a variety of ways e.g. through written activities, role play, art work, discussion and relevant visits to historical places of interest as well as organising specialists to come into school to deliver history experiences. Coverage, progression and attainment is monitored through talking to children book scrutiny and assessment data collated termly. This is undertaken collaboratively by the class teacher, subject leader, Head and Governors at various scheduled times.

Entitlement and Inclusion - EAL, PP, SC, SEND, More Able

All children are entitled to access a broad and balanced curriculum at an appropriate level. Teachers should include a range of teaching styles and groupings to allow all children to make progress. Every child should be given opportunity to develop their skills independently and in groups, enhancing their own confidence and self-esteem.