



**Talavera Junior School**  
**HISTORY POLICY**

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## Talavera Junior School History Policy

*"The important thing is to not stop questioning, curiosity has its own reason for existing." (Albert Einstein)*

*"Always, remember, you have within you the strength, the patience, and the passion to reach for the stars to change the world." (Harriet Tubman)*

*"Those who do not learn history are doomed to repeat it." (George Santayana)*

*"History cannot give us a program for the future, but it can give us a fuller understanding of ourselves, and of our common humanity, so that we can better face the future." (Robert Penn Warren)*

As Historians at Talavera, all children will be inspired to develop a natural curiosity and fascination about Britain's past and that of the wider world. Through an engaging range of topics, our children will develop their knowledge about the history of Britain and how it has influenced and been influenced by the wider world. They will also research and analyse significant aspects of the history of the wider world, such as ancient civilisations and empires. Throughout their primary experience, they will investigate historical changes in their own living memory and beyond and interpret and reflect on the lives of significant people of the past. As well as gaining critical knowledge, the children will also explore and develop methods of historical enquiry, such as: how to ask and answer perceptive questions; how to think critically by analysing and evaluating evidence; and how to develop their own judgements. Children in all year groups will develop a love for history through both their experiences in the classroom and via the use of visitors and external visits. Through these experiences, Talavera children will learn lessons from history to influence the decisions they make in their lives in the future.

### Aims

A high quality history education will enable children to question, reflect and debate the impact the past has had on our present and their future.

Through our history curriculum at Talavera, children will specifically:

- gain a coherent knowledge of and be inspired to know more about Britain's past and that of the wider world.

- learn to think critically; search for, examine, interpret, weigh and record evidence; sift arguments and develop perspective and judgement.
- begin to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups.
- develop skills in hypothesising and speculating
- be able to describe and explain events of the past using arguments based on evidence.
- Use key historical terminology in their verbal and written responses.

In our teaching of history, we aim to provide opportunities for all children to:

- know and understand the history of our islands as a coherent, chronological narrative.
- learn how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.
- develop an understanding of events over time and in a chronological structure; from the earliest civilisations through to modern day.
- learn about the roles that individuals and events have played in shaping modern society; including key monarchs, invasions and wars.
- develop an ability to investigate and interpret different versions of past events; including seeing invasions and wars from both sides.
- understand historical concepts such as continuity and change, cause and consequence, and similarity and difference, to enable them to make connections and analyse trends.
- develop the ability to communicate historical knowledge and understanding using a variety of techniques and in differing contexts; including understanding the connections between local, national and international history.
- encourage children to understand other people, their beliefs, thoughts, values and experiences.
- develop an awareness of the world around them.
- develop an understanding of society and their place within it, so that they acquire a sense of their cultural heritage.
- develop a knowledge and understanding of historical development in the wider world.
- develop an understanding of abstract concepts, such as: empire, civilisations, peasantry and parliament.

### **Practice**

To ensure these aims are achieved, children will specifically:

- develop language skills through talking about and presenting their own work and ideas.
- use historical language and understand the various ways in which history can be communicated.

- read historical fiction and non-fiction and extract information from sources such as artefacts, records and the internet.
- pupils with SEND and EAL should be given scaffold in tasks and support with vocabulary/support in understanding historical concepts.
- use an enquiry based learning and key topic question to explore history units taught.

Progression in history can be characterised by the ability of children to:

- accurately place periods and civilisations studied in chronological order.
- contrast and make significant links between periods and civilisations studied.
- give reasoned explanations with reference to significant examples.
- understand the changes in different places and periods can be connected, and links aspects which have a continuous impact on history.
- explain causes and consequences of complex events.
- make judgements about historical significance against specific criteria and recognise how these may change over time or by interpretation of different perspectives.
- understand that interpretations can be questions based on a range or provenance of the evidence.
- construct reasoned arguments about events, periods and civilisations; including sources of evidence and consider why different sources may give conflicting information.

### Assessment

The whole Key Stage overview shows the year groups in which each statutory topic will be studied. We will track children's assessment throughout their history learning journey throughout the school. Each of the seven historical matters, skills and processes will be undertaken at least twice throughout the Key Stage. In line with Hampshire, we will provide a breadth of substantive and disciplinary knowledge which provides challenge for children who show greater depth standards within history. We must also recognise that there may be a 'euro-centric' perspective to history that may be alien to new arrivals from non-European countries and consider this when setting assessments.

### Equal Opportunity

To ensure equal access to the curriculum, all children are:

- given the same opportunities to participate in history;
- supported where they may have Special Educational Needs and encouraged to build on their skills by working on adapted tasks;
- provided with adapted tasks designed to challenge and extend their skills, where they are more able.

**Amy Wright**

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