



## Growing deep roots. Producing good fruit

### OFFENHAM C.E. FIRST SCHOOL HISTORY POLICY

#### Introduction

History is our record of what has happened in the past and why. It involves children in studying people from the past in different societies, cultures and countries.

Through History, young children can begin to learn and understand something about the past and its influence on life today. A study of History contributes to children's knowledge and understanding of other peoples' countries and cultures. We find out about the past on the basis of surviving evidence. This evidence is often incomplete and the whole picture of what has happened in the past is often open to interpretation.

History is a knowledge and skills-based curriculum area and many of the skills contribute to and enrich other areas of the curriculum.

#### Vision

Our school vision, summed up in the following three words, “**Love**, **transformation** and **growth**” plays a significant role in our collective attitude to our curriculum. We offer all pupils equal access to, and a love of learning, so that all can be transformed, flourish and grow in every area of the curriculum including the teaching of History.

#### Aims

At Offenham our aims in history are:

- to inspire children’s curiosity to know more about the past, which informs understanding of the present,
- to deliver the National Curriculum,
- to develop knowledge and understand the history of Britain and how people’s lives have shaped this nation,
- to know and understand significant aspects of the history of the wider world,
- to understand the methods of historical enquiry,
- to foster the cross curricula links between history and other subjects.

#### Objectives

Children should have the opportunity to:

- interpret a range of sources of historical information, including maps, photographic evidence, census information and both first and second-hand accounts,
- communicate historical information in a variety of ways,
- to understand historical concepts such as continuity and change, cause and consequence and to use them to make connections and create historical accounts,
- develop the skills of historical enquiry; collecting, analysing and communicating information,
- gain historical perspective by applying their knowledge into different contexts.

## **Teaching and Learning**

The curriculum is taken from the Programmes of Study as directed by the National Curriculum document and is separated into Key Stage 1 and Key Stage 2 (Year 3 -5)

Children will cover the following aspects in Key Stage 1:

- changes within living memory,
- events beyond living memory that are significant nationally or globally (e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries),
- 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.

Children will cover the following aspects in Key Stage 2:

- 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 an in-depth study of Ancient Egypt,
- Ancient Greece: a study of Greek life and achievements and their influence on the western world,
- a non-European society that provides contrasts with British history.

## **Curriculum Planning**

The history curriculum is taught through topic work. A cycle of topics has been designed for Key Stage 1 and EYFS and for Key Stage 2, to be taught over a 3-year period. Lessons will deliver objectives from the National curriculum. Key Vocabulary and important concepts to be taught are displayed and shared with the children in a knowledge organiser. Each year we will be taking part in a heritage project learning about our local village of Offenham. We will be identifying changes over time in the layout and housing of the village, the ages of the buildings, looking at the census date and how the village has been changed during significant periods in history.

## **Educational Inclusion**

At Offenham school we are aware that all children are different and that their differing needs must be catered for. We have systems in place to ensure that the health, safety, care and protection of all children are catered for. In history the teacher will ensure that:

- All children are able to access the history curriculum,
- In oral and discussion work differentiated questions will be planned,
- Open ended questions are asked to encourage and promote discussions and provide speaking and listening opportunities,
- A range of teaching styles is used.

The school's values embrace educational inclusion, as reflected in its curriculum, resources, communications, procedures, conduct and relationships.

### **Adaptive Teaching**

Teachers will ensure that the teaching strategies enable all individuals or groups to work at a level which is appropriate to them.

### **Assessment and recording**

Assessment of the children's work is a continuous process and examples of the children's work will reflect their achievement.

Teachers will assess the children's work reflecting on the history lesson objectives.

### **Health and Safety**

Throughout all history activities, the children will be taught safe practices. To aid teachers in aspects of health and safety all staff have access to the current Worcestershire County Council safety guidelines. Risk assessments are carried out for history activities and equipment when needed.

History Lead: Mrs Elizabeth Daniels

Policy agreed Autumn 2025 by staff and governors at Offenham CE First School.  
To be reviewed Autumn 2026.