



**Villa Real School**  
*together we achieve*

# History Policy 2025

Responsibility: Jamie Coram

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To be reviewed: January 2027

## **Introduction**

Villa Real School is committed to providing a broad, balanced and relevant curriculum for its pupils and students.

## **Definition**

History can be taught as a discrete subject or as topic based learning. Pupils/students work at their own pace, at a level suitable to each pupil/student. Main methods of delivery are kinaesthetic with visual and auditory prompts, to support learning and progression in a safe and controlled environment.

Within History or history based lessons, pupils/students will be encouraged to develop their historical thinking and enquiry. All lessons are individualised and personalised to the pupils'/students' needs and abilities. All pupils/students have access to high quality resources to enhance their learning. This includes artefacts and primary sources of evidence.

## **Scope**

This Policy applies equally to all pupils and students in the school, with full consideration being given to each individual's specific needs in relation to an awareness, understanding and experience of History. All pupils/students will be treated equally and with respect irrespective of their disability, gender, social, cultural, ethnic or religious background, family circumstances or age.

## **Rationale**

Villa Real School believes that the experiences offered to pupils/students, through the teaching of History, helps to develop critical thinking skills by involving them in historical enquiry and focusing on asking and answering questions about events in the past. The history curriculum contributes significantly to pupils developing an awareness of the diversity of human experience.

## **Aims**

We aim for a high quality history curriculum which should inspire in pupils a curiosity and fascination about Britain's past and that of the wider world. Our teaching, adapted to meet the needs of all of our pupils, aims to equip pupils with a wide range of knowledge. This will include study of our rich local history; the history of Britain and how it has influenced and been influenced by the wider world; significant aspects of the history of the wider world including ancient civilisations and empires; changes in and beyond living memory and the lives of a wide range of significant people of the past. We want our pupils/students to enjoy and love learning about history, not just

through experiences in the classroom, but also with the use of fieldwork and educational visits.

At Villa Real School, History offers pupils/students the opportunity:

- To be introduced to what is involved in understanding and interpreting the past
- To learn about the past in Britain and the wider world
- To consider how the past influences the present
- To find out what past societies were like and about their beliefs and cultures
- To develop a chronological framework
- To understand more about themselves as individuals and members of society
- To reflect on their personal choices, attitudes and values
- To research and use evidence. To evaluate evidence to reach their own conclusions

### **Requirements/Expectations**

Each area of the History curriculum is taught throughout the School within levels dictated by the needs and abilities of individual pupils and students, and with regard to the age appropriateness of content and/or style. Individual levels of attainment in all areas will be monitored and recorded by class teachers using systems developed in school.

The subject is planned by the relevant class teachers and overseen by the History co-ordinator. Long term planning is approached using a combination of National Curriculum guidelines and our four year rolling programme of topics. Wherever possible it is integrated with other subjects in cross curriculum activities.

The History co-ordinator is responsible for the over view, to ensure a good breadth of study. Each teacher is responsible for the evaluation of their History on completion of the topic or unit. The History Coordinator monitors the planning, participates in regular learning walks and work scrutinies, and moderates pupil/student work, giving feedback to class teachers each term. The subject coordinator aims to meet with other history teachers across the North East to look at work from pupils/students in different schools and moderate work together.

Where appropriate, class teachers will liaise with other professionals in developing effective and appropriate teaching/learning situations and monitoring individual progress.

It is the intention of the school to provide the resources and opportunities for training necessary for teaching and non-teaching staff to put the policy into practise.

### **Entitlement**

Each teacher or class leader is responsible for teaching History to their own class.

### **Early Years Foundation Stage**

In our Early Years classes at Villa Real School, we deliver the History curriculum through a themed /topic approach so that learning is cross curricular and covers all areas of the EYFS Curriculum.

Within EYFS, History is explored through the specific area of learning 'Understanding of the World'. Pupils will engage with activities to build foundations linked to historical skills and understanding.

### **Key Stages One and Two**

History takes on more of a formal lesson structure when moving onto Key Stages One and Two. The principles and guidelines of the National Curriculum are followed. History is taught on a weekly basis and our topics are planned so that over 4 years pupils encounter a wide variety of local, British and international history.

In Key Stage One pupils begin by exploring their own lives and the lives of familiar adults. They then begin to study significant people from the past followed by an area of local history.

In Key Stage Two pupils then enhance this knowledge further by building a wider chronological knowledge of Britain's past, as well as studying the history of Ancient Civilisations. Pupils will also explore how history has shaped our local area.

### **Key Stage Three**

In Key Stage 3 History is taught on a weekly basis and follows a well-planned programme of topics.

The long term plan ensures that students recall and build on the clear chronology of Britain and the wider world that they have developed in previous key stages. A key focus is around how events and significant individuals in the past have influenced modern society, economy and industry. In key stage 3 the curriculum contributes significantly to pupils developing an awareness of the diversity of human experience.

## 14-19 Provision

Although History is not compulsory within 14-19 provision, it is offered as an option for our students who show an interest in continuing their study. History is no longer taught as a discrete subject. History is part of the wider curriculum, discussed through PSHCE, CEIAG and ASDAN Programmes. Students are encouraged to have an interest in the history of their local area, the country and the world, and to reflect on how past events affect the plans and opportunities available to them today. Students extend their learning from prior key stages, ensuring depth and breadth of learning.

### Leading Teaching Strategies:

Activities are usually taught to a whole class with individual or small group support where necessary. Pupils/students are encouraged to help each other during all activities. Varying strategies and approaches will be employed to ensure maximum accessibility to any historical work. Such strategies could be:

- role play
- experiential learning- handling artefacts etc.
- Research including use of the internet and non-fiction texts
- Photographs/pictures
- Visits/visitors

Resources include books, artefacts, postcards, pictures, music, listening to tapes and CDs, watching DVDs; visiting places of interest (museums, etc.) Sensory and practical experiences are offered to support all abilities and learning styles. All lessons will include practical work, investigations and discussions.

## **Conclusion**

The School believes that the teaching of History is important to enable our pupils and students to develop an awareness, knowledge and understanding of their place and time within the world. We are committed to providing full opportunities for each individual to achieve the aims described above.