



*Darul Madinah will nurture our learners into model citizens that exemplify the inherent values of Islam, make a positive contribution to the community and are champions of their faith.*

## **History Policy**

**This policy is in line with the Mission Statement of the School**

## **Document Control**

This policy has been approved for operation within Darul Madinah Primary School.

Date of last review: July 2024  
Date of next review: July 2025  
Review period: Annually  
Policy Status: Statutory  
Owner: Directors

The aim of history teaching is to stimulate the children's interest and understanding about the life of people. We use planbee planning resources to support us achieve this.

We help pupils gain knowledge and understanding of Britain's past and that of the wider world. We teach children a sense of chronology, and through this they develop a sense of identity and a cultural understanding based on their historical heritage. Thus they learn to value their own and other people's cultures in modern multicultural Britain.

By considering how people lived in the past, they are better able to make their own life choices today. In our school, history makes a significant contribution to citizenship education by teaching about how Britain developed as a democratic society. We teach children to understand how events in the past have influenced our lives today; we also teach them to investigate these past events and by doing so, to develop the skills of enquiry, analysis, interpretation and problem solving. In history, children find evidence, weigh it up and reach their own conclusions. To do this they need to be able to research, sift through evidence, and argue for their point of view – skills that are prized in adult life.

### **Aims**

The aims of Dar Ul Madinah in History are to ensure that all the pupils:

- 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 civilizations; 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', 'civilization', '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.

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified.

### **Key Stage 1**

The pupils are to develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people events they study fit within a chronological framework to identify similarities and differences between ways of life in different periods. They should

use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify ways in which it is represented. The pupils are to be taught:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally (for example, 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. Some should be used compare aspects of life in different period
- significant historical events, people and places in their own locality

### **Feedback and marking**

Verbal feedback is essential throughout lessons. A marking policy is used for written feedback and teachers may use written comments to communicate

### **Assessment and Reporting**

The teachers uses sonar tracking system to monitor pupil data and inform any actions required when data is submitted at the end of each academic year. Teachers are expected to generate regular feedback to children that will support them to make progress within the subject. This is in place to prompt children to continually refine and comment on future improvements for their work. At the end of the academic year, parents are informed of their child's progress and attainment in the end of year report. The written report informs parents whether their child is working at, above or below age-related expectations in History. The class teacher also provides a score for the pupils' effort and gives a written comment on what the pupil has achieved and needs to work on to improve further