



# **History Policy**

## **September 2024**

**Dated: Autumn Term 2024**

**Review Date: Autumn Term 2025**

## **1. Introduction**

The objective of this policy is to give direction to staff with regard to providing a sufficiently broad and challenging History curriculum, ensuring that teaching and learning in History are of a consistently high standard.

This policy outlines the teaching and learning of History. All children will have the opportunity to undertake History throughout their time at Firs Primary School. The teaching of History is planned to ensure a progression of knowledge and skills across the foundation and primary phases.

## **2. Aims (Intent)**

The History curriculum at Firs Primary School aims to:

- Give pupils, a coherent knowledge and understanding of Britain's past, including how that has influenced and been influenced by the wider world.
- Build pupils' understanding of significant aspects of world history
- Develop acceptance, tolerance of others' beliefs and understanding of ideas such as equality and democracy, by learning about a diverse range of historical times and figures.
- Develop understanding of historical concepts such as continuity and change; cause and effect; similarity and difference.
- Inspire curiosity in the past, teaching pupils the methods of historical enquiry. This will include the rigorous use of evidence and discovering how and why contrasting interpretations of the past have been constructed.
- Give historical perspective, by placing pupil's growing knowledge into different contexts, making connections, discussing and debating ideas and creating their own structured accounts.
- Provide opportunities for participating in culturally important events such as: Armistice Day, Holocaust Memorial day, Roma History Week, Black History month.
- Build a secure understanding of historical vocabulary, identifying tier 1, tier 2 and tier 3 vocabulary.

## **3. Organisation (Implementation)**

The History curriculum is taught within the framework of cross-curricular topics. Each topic has been designed to ensure coverage of the National Curriculum Attainment targets within Key Stages one and two. In the EYFS, 'Knowledge and Understanding of the World' provides children with opportunities to develop their understanding of themselves, the past and the world.

Topic booklets, and the History subject progression document, make explicit the

knowledge and core skills which are required by the National Curriculum at each stage of learning. These also allow staff to adapt learning to children's different starting points.

History is not taught every half term, but is taught as often as is required to fulfil the requirements of the National Curriculum. Each year group completes three historical studies over the year.

Learning environments reflect and enhance the learning taking place. This includes displaying vocabulary and timelines for History topics. Timelines where appropriate will include the inclusive terms BCE and CE although children will also be taught to understand BC and AD.

#### **4. Inclusion**

Care is taken to ensure that any SEND or catch up interventions are timetabled to ensure that children are never routinely or frequently missing any one subject.

History lessons are differentiated using a variety of strategies appropriate to the needs of the children including the use of; visuals, sentence stems, practical activities, vocabulary mats and additional adult support where necessary.

#### **5. Assessment and Recording of Work**

Teachers use formative assessment throughout lessons (e.g. observations and assessment) and adapt teaching accordingly to address any misconceptions that may arise. Also, at the end of the topic, children complete an online quiz and teachers complete a summative assessment based on whether children have demonstrated through their work that they have met the national curriculum objectives and progression guidance for their phase. This helps the subject leader to monitor progress and attainment in design and technology across the school.

Children in the Early Years Foundation Stage (Reception and Nursery) are assessed using the Early Years Development Matters guidance and at the end of the reception years against the Early Learning Goals. EYFS objectives within the areas of communication and language development, personal, social, and emotional development, mathematics, understanding the world all contribute to laying the foundations for effective learning in History throughout the primary phase.

A variety of methods are used to record work in History, including timelines, writing in a range of genres, pictures, structured worksheets, photographs, school displays and the occasional video recording. Work may be recorded in individual

topic books, or in whole class topic books. History teaching can help to further oracy skills and will include discussion-based lessons which may not be recorded in writing.

## **6. Resources**

Topic boxes have been assembled with resources for each topic, which are kept centrally. Phase teams also have their own annual budget which allows them to purchase any additional materials and equipment they may need to deliver the national curriculum objectives.

## **7. Monitoring and Review**

The monitoring of the standards of children's work and of the quality of teaching in History is the responsibility of the History subject leader. The work of the subject leader also involves supporting colleagues in the teaching of History, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The History subject leader writes an annual action plan in which she/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement. The History subject leader has specially-allocated, regular management time in order to review evidence of the children's work and undertake lesson observations of History teaching across the school.

## **8. Continuing Professional Development**

Training will be arranged as and when deemed necessary by the History coordinator in response to subject monitoring. In addition to training from external providers CPD may include; signposting to online resources to support subject knowledge, modelling lessons, 1:1 staff coaching.

## **9. Review and Adoption**

This policy will be reviewed annually, and was last reviewed by the History Coordinator in September 2024.

**Further Documents:** History Progression and Coverage Documents

---

