

St. John's RC Primary School



History Policy

Date policy last reviewed: _____

Signed by:

_____ Headteacher Date: _____

_____ Chair of governors Date: _____

Contents:

Statement of Intent

1. [Legal Framework](#)
2. [Roles and Responsibilities](#)
3. [Early Years Provision](#)
4. [Teaching and Learning](#)
5. [Planning](#)
6. [Assessment and Reporting](#)
7. [Resources](#)
8. [Equal Opportunities](#)
9. [Monitoring and Review](#)

Statement of Intent

At St. John's, our history curriculum provides high quality resources and a consistent approach across the school. In doing so, we develop the following characteristics of historians:

- An excellent knowledge and understanding of people, events and contexts from a range of historical periods, including significant events in Britain
- Learning about the concept of chronology, which enables children to understand a sense of time as well as concepts such as cause, change and effect
- Having the ability to support, evaluate and challenge their own and others' views using historical evidence from a range of sources
- Having the ability to think, reflect, debate, discuss and evaluate the past by formulating and refining questions and lines of enquiry.

Through our curriculum, it is our intent to help develop chronological understanding by linking current learning to previous learning and to make sense of the new knowledge that pupils acquire. We long to develop a love for history by providing the children with the crucial skills of enquiry, critical analysis and the process of change to develop perspective and judgement. We aspire to nurture the children to develop a sense of their own identity and understand the challenges of their time.

Legal Framework

This policy has due regard to statutory guidance including, but not limited to, the following:

- DfE (2021) 'National curriculum in England: history programmes of study'
- DfE (2021) 'Statutory framework for the early years foundation stage'

Roles and Responsibilities

The subject leader is responsible for:

- Preparing policy documents, curriculum plans and schemes of work for the subject.
- Reviewing changes to the national curriculum and advising on their implementation.
- Monitoring the learning and teaching of history, providing support for staff where necessary.
- Ensuring the continuity and progression from year group to year group.
- Encouraging staff to provide effective learning opportunities for pupils.
- Helping to develop colleagues' expertise in the subject.
- Organising the deployment of resources and carrying out an annual audit of all history-related resources.
- Liaising with teachers across all phases.
- Communicating developments in the subject to all teaching staff.
- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.
- Ensuring common standards are met for recording and assessing pupil performance.
- Advising on the contribution of history to other curriculum areas, including cross-curricular and extra-curricular activities.
- Collating assessment data and setting new priorities for the development of history in subsequent years.

The classroom teacher is responsible for:

- Acting in accordance with this policy.
- Ensuring progression of pupils' historical skills, with due regard to the national curriculum.
- Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the national curriculum.
- Liaising with the subject leader about key topics, resources and support for individual pupils.
- Monitoring the progress of pupils in their class and reporting this on an annual basis to parents.
- Reporting any concerns regarding the teaching of the subject to the subject leader or a member of the SLT.
- Undertaking any training that is necessary in order to effectively teach the subject.

The SENCO is responsible for:

- Liaising with the subject leader in order to implement and develop history throughout the school.
- Organising and providing training for staff regarding the history curriculum for pupils with SEND.
- Advising staff how best to support pupils' needs.
- Advising staff on the inclusion of historical objectives in pupils' individual education plans.
- Advising staff on the use of teaching assistants in order to meet pupils' needs.

Early Years Provision

Activities and experiences for pupils will be based on the seven areas of learning and development, as outlined in the DfE's 'Statutory framework for the early years foundation stage'.

Provision for early years pupils focusses on the following:

- Literacy
- Maths
- Understanding the world
- Expressive arts and design

History in EYFS is taught as an integral part of the topics covered within the year. History contributes to a child's learning of 'Understanding the World' and the children focus on a range of stories, images, songs and artefacts relating to the past. All activities will adhere to the objectives set out in the framework.

Children at the expected level of development will:

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Recall some important narratives, characters and figures from the past encountered in books read in class.

Teaching and Learning

History teaching focuses on enabling children to think as historians. Pupils will develop skills and knowledge through a range of memorable learning experiences so that our children have a growing understanding of how events in the past have shaped our lives today and the communities and world that we live in.

Pupils will undertake independent work as well as having the opportunity to work in groups and discuss work with fellow classmates.

We use a variety of resources to simulate interest and a questioning approach to each historical period studied, e.g., primary evidence from artefacts or visits and secondary evidence.

The classroom teacher, in collaboration with the subject leader, will ensure that the needs of all pupils are met by:

- Setting tasks which can have a variety of responses.
- Providing resources of differing complexity, according to the ability of the pupils.
- Setting tasks of varying difficulty, depending on the ability group.
- Utilising teaching assistants to ensure that pupils are effectively supported.

Planning

All relevant staff members are briefed on the school's planning procedures as part of their staff training.

History is taught on a weekly basis, following the Pearson Primary History scheme of learning. The key knowledge and skills that children acquire and develop throughout each unit of learning have been mapped to ensure progression between year groups throughout the school.

Our Key Stage 1 curriculum builds disciplinary knowledge through a focus on developing subject specific concepts, like evidence and decision making, so that children enter Key Stage 2 ready to engage with more substantive knowledge and leave primary school ready for the secondary school Humanities curriculum. By providing a chronological approach to History units covered in Key Stage 2, children will experience a sense of their British and cultural identities in a global context, across time.

Teachers will use the key learning content in the DfE's statutory guidance 'National curriculum in England: history programmes of study' alongside the Pearson Scheme of Learning to support planning and delivery of lessons.

Lesson plans are sourced through Pearson Primary History and offer a richer and deeper curriculum experience. Lessons are knowledge-rich, in that they support both substantive and disciplinary knowledge, using tools and features that typify the best in practice, based on research-led teaching. Lessons will include a balance of interactive and independent elements, ensuring that all pupils engage with their learning. All lessons will have clear learning objectives, which are shared and reviewed with pupils. Teachers will ensure each lesson starts with prior learning and a vocabulary focus, linking to our whole school concept of "remember more, know more, do more."

Assessment and Reporting

Pupils will be assessed, and their progression recorded in line with the school's Primary Assessment Policy.

The progress and development of pupils within the EYFS is assessed against the early learning goals outlined in the 'Statutory framework for the early years foundation stage'.

At the end of each termly unit, pupils in KS1 and KS2 will complete extended answers or "Unit check out" assessments in order to gauge their learning throughout a topic.

We measure the impact of our curriculum through the following methods:

- Starting each lesson with prior learning
- Assessing children's understanding of topic linked vocabulary
- Images and videos of the children's practical learning
- Interviewing pupils about their learning (pupil voice)
- Marking of written work in their pupil booklets

Parents will be provided with a written report about their child's progress during the Summer term every year. Verbal reports will be provided at parent-teacher interviews during the Autumn and Spring terms.

The progress of pupils with SEND will be monitored by the SENCO.

Resources

The subject leader is responsible for the management and maintenance of history resources, as well as for liaising with the SBM in order to purchase further resources.

History resources related to individual termly units, as well as to key whole-school topics, will be stored in the resource room.

Display walls will be utilised and updated regularly, in accordance with the termly unit being taught at the time.

The subject leader will undertake an audit of history resources on an annual basis.

Equal Opportunities

In accordance with the school's Equality Information and Objectives Policy, all pupils will have equal access to the history curriculum.

Gender, learning ability, physical ability, ethnicity, linguistic ability and/or cultural circumstances will not impede pupils from accessing all history lessons.

Where it is inappropriate for a pupil to participate in a lesson because of reasons related to any of the factors outlined above, the lessons will be adapted to meet the pupil's needs and alternative arrangements involving extra support will be provided where necessary.

All efforts will be made to ensure that cultural and gender differences will be positively reflected in all lessons and teaching materials used.

The school aims to provide academically more able pupils with the opportunity to extend their historical thinking through extension activities such as reliability questioning, investigative work and research of a historical nature.

Monitoring and Review

This policy will be reviewed on an annual basis by the subject leader.

The subject leader will monitor teaching and learning in the subject at St. John's, ensuring that the content of the national curriculum is covered across all phases of pupils' education.

A named member of the governing body is briefed to oversee the teaching of history and meets regularly with the subject leader to review progress.

Any changes made to this policy will be communicated to all teaching staff.