History Policy

Approved: April 2025

To be reviewed: April 2026

1. Roles and responsibilities

The History Coordinator is responsible for:

- Developing and reviewing the school's History Policy.
- Instigating and monitoring of skills and progression through planning and teaching.
- Liaising with colleagues, including the Inclusion Team, to differentiate teaching programmes in accordance with the needs of individual pupils.
- Keeping staff informed of visits and courses.
- Facilitating the assessment of children's work.
- Keeping up-to-date with current affairs and best practice regarding history.
- Providing guidance, including INSET training to staff, as part of their ongoing professional development, in line with the National Curriculum.
- Celebrating and promoting the history curriculum and the work of pupils' throughout the school.

Teaching staff will be responsible for:

- Contributing to the development of the History Policy and teaching programmes, with the History Coordinator.
- Implementing Medium Term Plans, in line with the school's History Policy and the objectives of the history curriculum.
- Facilitating the teaching of their history curriculum, including coordinating activities and resources within their specific areas.
- Providing feedback to parents and carers on pupils' progress at parents' evenings and other meetings.
- Attending and contributing to any INSET days organised by the History Coordinator.
- Keeping updated on current affairs and best practice on their history curriculum, and applying this to their lessons.

2. Teaching

The History Coordinator will be responsible for overseeing the planning, resourcing and monitoring of the school's history programme.

The subject matter covered in history reflects the requirements of the National Curriculum (2014) and The Statutory Framework for the Early Years Foundation Stage (2021).

Special focus will be paid to the teaching of the knowledge and skills inherent in the entire history curriculum taught at Raddlebarn Primary School.

Knowledge and skills include:

- Chronological Knowledge and Understanding
- Historical Terms
- Interpretation of History
- Historical Enquiry
- Cause and Consequence
- Continuity and Change
- Similarities and Difference

The history programme will be delivered by all teaching staff in a range of teaching and learning situations with respect to the needs of individual pupils.

3. Curriculum

The aims of the history curriculum are to ensure pupils:

- Know and understand the history of the UK, and how it shaped the world, as a coherent, chronological narrative, from the earliest times to the present day.
- Know and understand significant aspects of the history of the wider world, such as ancient civilisations; empires and past non-European societies and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation' and 'parliament'.
- Understand historical concepts, such as continuity and change, cause and consequence, similarity, difference and significance, and use these to analyse their relationship with different periods in History.

- Understand the methods of historical enquiry such as using evidence (primary and secondary sources) to support arguments.
- Gain a historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history.

EYFS

Pupils should be taught about:

- The passing of time (Chronology)
- How to ask and answer questions (Historical Enquiry)
- Understanding difference (Historical Interpretation)
- Talk about similar situations from the past (Organisation and Communication)

Key Stage 1

Pupils should be taught about:

- Changes within living memory and changes in national life.
- Events beyond living memory that are nationally or globally significant.
- 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.

Key Stage 2

Pupils should be taught about:

- In relation to Britain; the Stone Age to the Iron Age.
- The Roman Empire.
- The Anglo Saxons and Scots.
- The Vikings.
- The Earliest Civilizations.
- Studies on local history – WW2
- An aspect of British history beyond 1066 - Monarchs
- Ancient Greece.
- Islamic Civilizations

4. Assessment

Assessment in history will be undertaken as part of a broader evaluation of pupil progress measured against National Curriculum assessment criteria.

The History Coordinator will ensure that on-going assessment:

- Is embedded as an essential part of teaching and learning.
- Involves sharing learning objectives with pupils.
- Aims to help pupils to know and recognise the standards they are aiming for and the skills required to strengthen them as historians.
- Involves pupils in peer and self-assessment.
- Provides subject specific feedback which leads pupils to recognising their next steps and how to take them.
- Involves both teacher and pupils reviewing and reflecting on progress made.
- Utilises Knowledge Organisers and Quick Quizzes both at school and home.

5. Adaptations

We recognise the fact that in all history classes there are children of a variety of abilities, and we seek to provide suitable learning opportunities for all pupils by matching the challenge of the task to the ability of the child.

6. Monitoring and evaluation

The History Coordinator will meet with class teachers across the academic year to review and evaluate the history work within the school.

This policy will also be reviewed annually to ensure that it complies with the latest legislation, guidance and best practice.