



History Policy

2024-2025

Introduction

“A high quality history education will help pupils gain a coherent knowledge and understanding of Britain’s past and that of the wider world. It should inspire pupils’ curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.” National Curriculum 2014

Aims

The curriculum for history aims to ensure that all pupils:

- Know and understand the history of the United Kingdom as a coherent, chronological narrative, right up to the present day. Understand how these changes have shaped people’s lives and how Britain has influenced and been influenced by the wider world.
- Know and understand significant aspects of the history of the wider world.
- Understand the important role that individuals in the past have played in shaping modern society.

Objectives

Key Stage 1 - National Curriculum Expectations

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and 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 different ways in which it is represented.

In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Pupils should be taught about:

- 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 lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example Florence Nightingale and/or Mary Seacole]
- Significant historical events, people and places in their own locality.

	Autumn	Spring	Summer
Year 1	Toys Over Time	Transport and Travel	
Year 2	The Great Fire	Kings and Queens	People Who Make a Difference

Role of the Governing Body

It is the responsibility of the ICT Governor to liaise with the Leader to discuss the subject action plan and the progress being made towards it. They should update the Governing body on issues relating to history.

Role of the Head teacher

- Determine the ways that history is used to support, enrich and extend the curriculum
- Decides the provision and allocation of resources and budget with regard to the need of the curriculum
- Provide regular opportunities for staff training and support to ensure confidence in teaching and planning
- Provides History Leader with opportunities for CPD
- Ensure the History Policy reflects the vision of the school alongside the History Leader

Role of the Subject Leader

- Raising and ensuring quality teaching computing skills throughout the school

- Ensure that staff skills and knowledge are up to date and to organising training for staff where required
- Advise colleagues on effective teaching strategies, planning and resources for History
- Monitoring the delivery of the History Curriculum
- Liaising with staff and other external agencies
- Being a point of contact for any queries about the teaching of history

Monitoring and Evaluation

The History Policy has been formulated to provide a basis for staff to evaluate the quality of teaching and learning of History in their classroom and across the school.

In order to provide a clear picture of the quality and consistency of practice across school, when evaluating History, it will be monitored and evaluated through:

- ❖ Classroom observation
- ❖ Sampling pupil's work
- ❖ Sharing pupil's work throughout school and discussing quality
- ❖ Internal moderation of pupils' work
- ❖ Discussion with pupils

Equal Opportunities

All children have equal access to the curriculum regardless of their gender, disability or ability. We plan work that is differentiated for the performance of all groups and individuals and are committed to creating a positive climate that will enable everyone to work free from racial intimidation and harassment to achieve their potential.

Review

This policy will be reviewed in the Summer Term 2025.