



# History Policy

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## Document history

Issue 1:            This is a complete re-write based on a model taken from The School Bus

## **1 Statement of intent**

At Hollingworth Primary School, we believe that, through the study of history, children make sense of their world and enrich their understanding of it.

This policy sets out the framework in which the history curriculum will be taught.

Through this curriculum, children will understand the similarities and differences between societies and cultures, and the impact of changes on people and place.

## **2 Legal framework**

This policy will have regard to the following statutory and non-statutory guidance:

- History programmes of study: key stages 1 and 2 – September 2013

## **3 Roles and responsibilities**

The History coordinator is responsible for:

- Developing, resourcing and reviewing the school's history policy.
- Planning, instigating and monitoring teaching programmes.
- Liaising with colleagues, including the SENCO, to differentiate teaching programmes in accordance with the needs of individual pupils.
- Working with other staff to teach the subject content.
- Keeping staff informed of visits and courses.
- Keeping up-to-date with current affairs and best practice regarding history.
- Celebrating and promoting the history curriculum and the work of pupils' throughout the school.

History teaching staff will be responsible for:

- Contributing to the development of the history policy and teaching programmes, with the history coordinator.
- Developing lesson 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.
- 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 apprised on current affairs and best practice on their history curriculum, and applying this to their schemes of work.

## 4 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 new National Curriculum, which came into effect on 1 September 2014.

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

These skills include:

- To investigate and interpret the past
- To build an overview of world history
- To understand chronology
- To communicate historically

## 5 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', 'parliament' and 'peasantry'.
- Understand historical concepts, such as continuity and change, cause and consequence, similarity, difference and significance, and use these to analyse.
- Understand the methods of historical enquiry such as using evidence 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.

### 5.1 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.

### 5.2 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 to the time of Edward the Confessor.
- The earliest civilisations.
- Studies on local history, an aspect of British history beyond 1066, Ancient Greece, a non-European society such as Baghdad c. AD 900 and another ancient civilisation.

## **6 Assessment**

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

The history coordinator will ensure that assessment:

- Is embedded as an essential part of teaching and learning.
- Involves sharing learning objectives and success criteria with pupils.
- Aims to help pupils to know and recognise the standards they are aiming for.
- Involves pupils in peer and self-assessment.
- Provides subject specific feedback which leads pupils to recognising their next steps and how to take them.

## **7 Differentiation**

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.

## **8 Monitoring and evaluation**

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