



# **History Policy**

**Brierley CE (VC) Primary  
School**

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## 1. Aims

This policy is for the staff in our school. It aims to set out:

- › Our approach to teaching, monitoring and assessing history knowledge and skills
- › How we will make sure our provision for the teaching of history is of consistently high quality

## 2. Legislation and guidance

This policy reflects the requirements and expectations set out in:

- › The [National Curriculum Programme of Study for History](#)
- › The [Special Educational Needs and Disability \(SEND\) Code of Practice 2014](#)
- › The [Equality Act 2010](#)

## 3. Our vision for History in our school

Our school aims to develop pupils' skills in reading, writing, speaking and listening. By the time that pupils move on from our school, our aim is for them to:

- › Have developed a chronologically secure knowledge and understanding of local, British and world history.  
Have a positive attitude towards technology
- › To understand the causes of significant national and global events
- › Understand the substantive concepts (what happened in the past) they have learned in KS1 and KS2 and build on them in KS3 onwards.
- › Understand the disciplinary concepts of cause, consequence, change and continuity, similarity and difference, historical significance, sources of evidence and Historical interpretations to explain how the past is constructed and contested,
- › Appreciate a wide variety of men, women and children from the past; from the widely venerated, to the lives of the less well-known who offer us a rich insight into life at the time-

## 4. Our guiding principles for the teaching of History

We teach History best when:

- › There is a intrigue and a curious mind-set around the subject of history in our school
- › All staff feel they have the knowledge, skills, understanding and professional support they need to teach history effectively
- › There's sufficiently detailed and frequent ongoing assessment of pupil progress
- › Teachers model how to be historians in their lessons
- › The history curriculum is coherently planned and sequenced
- › We identify where pupils have learning gaps or aren't making the expected progress, and make sure interventions target these
- › Teaching resources are available, up to date, varied and diverse, and match pupil and curriculum needs
- › We engage pupils in high-quality back-and-forth interactions
- › We support pupils with different abilities and special educational needs to participate fully in history lessons

## 5. Roles and responsibilities

### 5.1 The headteacher

The headteacher is responsible for:

- › Building a team of expert teachers who know and understand the processes that underpin the study of history in EYFS, Key Stage 1 and Key Stage 2
- › Providing teachers with the appropriate training, time and resources so that they can competently deliver the history curriculum
- › Creating a stimulating school environment where pupils are exposed to different types of historical material, such as through displays, artefacts and other classroom resources

### 5.2 The History lead

Our History subject lead is Mrs. Waterhouse. She is responsible for providing leadership and management for history to secure:

- › High-quality teaching and subject knowledge of staff
- › A coherently planned and sequenced History curriculum
- › Consistent support with assessment and moderation of teacher judgement
- › Effective opportunities to involve the community within our study of the past

### 5.3 Teachers

Teachers are responsible for:

- › Planning effective history lessons
- › Providing opportunities for pupils to apply their history knowledge and skills in a variety of ways
- › Completing the relevant marking and assessment
- › Making sure that support staff have:
  - Access to planning materials and resources
  - The knowledge and skills they need to support and challenge pupils

## 6. Curriculum

### Key Stage 1

Through the study of these topics in **Year 1**: Discovering History, Kings, Queens, and Leaders and Parliament and Prime Ministers, together with these topics in **Year 2**: The Romans in Britain, The Tudors and Powerful voices

Pupils are taught about:

- › changes within living memory:
- › events beyond living memory that are significant nationally
- › 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

Through the study of these topics in **Year 3**: The Stone Age to the Iron Age, Ancient Egypt, The Anglo Saxons, Scots and Vikings, Law and Power (1154 – 1272) and The Wars of the Roses, together with these topics in **Year 4**: Ancient Greece, Life in Ancient Rome, The Rise and Fall of Rome and The Stuarts, plus these topics in **Year 5**: Baghdad 900 CE, The Early British Empire, The French Revolution, The Transatlantic Slave Trade, The Industrial Revolution, and The Victorian Age, culminating in these topics in **Year 6**: World War I, The Suffragettes, The Rise of Hitler, World War II, The Cold War, and The History of Human Rights and Equality

Pupils are taught how history is constructed and contested through the disciplinary concepts of:

- › Change, cause, similarity and difference, and significance.

## 6.1 Timetabling

Pupils will receive at least 1 hour per week in order to build on their knowledge and understanding of our History Curriculum.

## 6.2 Cross-curricular links

We will facilitate cross-curricular learning of history, making sure that the links with other curriculums are natural and not forced. This will be achieved through activities in other subjects such as:

- › English
- › Art
- › Science
- › Design and technology
- › Music
- › Geography
- › Religious Education

## 6.3 Differentiation

We will provide suitable differentiation to make sure that every pupil makes maximum progress in History, by:

- Recognising where some pupils need specific help reading sources/historic texts and maps
- Providing resources such as writing frames to scaffold pupils' learning
- Identifying pupils who would benefit from targeted support by facilitating small intervention groups.
- Making sure pupils are adequately and purposefully challenged in each lesson either through higher level questioning or writing/presentation tasks.

## 7. Marking and feedback

Verbal feedback will clearly explain to pupils what they're doing well, and what they need to do next to continue to improve their work.

It will be given throughout each lesson and children will have opportunities for self and peer assessment wherever appropriate. .

## 8. Monitoring, assessment and moderation

### 8.1 Monitoring

We will monitor teaching and learning of Computing in our school to make sure that all of our pupils make the best possible progress from their starting points.

The History subject leader will monitor and evaluate the impact of teaching on pupils' learning through:

- Conducting learning walks
- Reviewing marking and feedback
- Termly pupil progress meetings
- Gathering input from the school council
- Planning scrutinies
- Book scrutinies

### 8.2 Assessment

We will track pupils' progress using a combination of formative and summative assessment through ongoing formative assessment throughout every lesson and in-school summative assessment in the form of termly quizzes.

By the end of each key stage, pupils are expected to know, apply and understand the substantive and disciplinary concepts specified in the relevant programme of study.

We will provide regular targets for pupils, and provide termly verbal reports against these at parents' evenings. Pupils will receive a written report quarterly.

### 8.3 Moderation

We will standardise samples of history work to:

- Demonstrate how pupils' work meets National Curriculum attainment targets for KS1 and KS2, to help with assessment
- Make sure staff have a consistent approach to marking pupils' work
- Explain how the evidence was collected, for example by observation, written work or drawing
- Indicate how much support was given to the pupil during the activity

## **9. Learning environment**

Pupils will learn History in spaces that:

- Are well-organised
- Contain appropriate and good-quality resources for pupils to refer to (in a space where they can find or see them easily)
- Are quiet
- Have minimal distractions, for example not containing a distracting amount of decoration

## **10. Resources**

### **Equipment**

We will provide a range of information technology including:

Loan boxes containing artefacts from the past, access to online digital archaeological excavations, access the Historical Association's rich digital resources.

## **11. Review**

This policy will be reviewed every year by the headteacher and History leads. At every review, the policy will be shared with the full governing board.

## **12. Links with other policies**

This policy links with the following policies and procedures:

- Curriculum policy
- SEN/SEND policy and information report
- Marking and feedback policy
- Assessment policy
- Non-examination assessment policy
- Equality information and objectives
- Behaviour policy
- Early Years Foundation Stage (EYFS) policy