



# Hale CE Primary School

## History Policy 2024-2025



### Intent

#### **Aims for our History curriculum**

To encourage children to:

- Be engaged, inspired and challenged.
- Develop historical enquiry skills.
- Ask and respond to historical based questions
- Use historical vocabulary
- Develop our children's 'cultural capital' by providing a wide range of experiences and opportunities and ensure children have a strong understanding of, and exposure to, diversity

#### **Our rationale for the way we deliver History**

At Hale CE Primary School, History is taught in isolation. This is to ensure that children are given the opportunity to develop the specific historical knowledge, skills and understanding that they need in order to succeed in this subject.

Throughout the academic year, children will engage in at least three units of History. The units are aimed to build upon prior knowledge and to raise children's cultural capital by starting to learn about local history earlier on and then building upon this year by year, still ensuring that the locality of our area is compared and contrasted throughout.

#### **How our History curriculum supports our overall intent**

At Hale CE Primary School, we regard History as an important subject. This is because History strongly supports our overall curriculum intent. Through raising the children's cultural capital in History this will help children to aspire and dream big.

#### **Statutory requirements and our curriculum implementation for History**

Statutory requirements for the teaching and learning of History are laid out in the National Curriculum English Document (2014) and in the Statutory Framework for the Early Years Foundation Stage (2012).

**In the Foundation Stage (Reception)**, children are given opportunities to:

- To show interest in the lives of people who are familiar to them.
- To remember and talk about significant events in their own experiences.
- To recognise and describe special times or events for family or friends.
- To show interest in different occupations and ways of life.
- To know some of the things that make them unique, and to talk about some of the similarities and differences in relation to friends or family.
- To talk about past and present events in their own lives and in the lives of family members.
- To know about similarities and differences between themselves and others, and among families, communities and traditions.



# Hale CE Primary School

## History Policy 2024-2025



**At Key Stage One (Years 1 and 2),** children will be taught:

- 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 first aeroplane flight or events commemorated through festivals or anniversaries]
- 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
- Significant historical events, people and places in their own locality

**At Key Stage Two (Years 3-6),** children will be taught:

- Changes in Britain from the Stone Age to the Iron Age
- The Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- A local history study
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

The Governing Body, receive termly reports on the progress of History provision. This policy will be reviewed every year or in the light of changes to legal requirements.

### **Wider opportunities to enhance Historical learning**

- Each year group has a History based trip



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## History Policy 2024-2025



## Implementation

### Planning

#### Long term planning

Our Curriculum Map outlines an overview of the skills covered in each term during the year. Our History Subject Leader discusses this with teaching colleagues in each year group to ensure secure subject knowledge, progression and cross curricular links. Knowledge organisers are also created by the subject leader and discussed with teachers prior to planning.

#### Medium term planning

Teachers use year group specific knowledge plans to develop a medium term plan for each unit of work. The History subject leader is responsible for reviewing these plans and providing feedback and additional support where appropriate.

### Resources

It is the responsibility of the History subject leader to carry out an audit of resources and to place a resource request prior to each unit of work being taught. It is the responsibility of class teachers to highlight the need for additional or alternative resources when they complete an end of unit summary.

All our classrooms have a range of basic resources. There is a wide range of specialist history resources that are stored centrally where teaching staff can access and keep safe.

### Staff development and expertise

At Hale CE Primary School, we believe that providing staff with continuous professional development in the subject of History is imperative to the successful implementation of the subject. Teachers have all received specialist 1-1 support planning with an advisor from LCCC. Teachers are given resources, techniques and advice for teaching History.

Feedback from monitoring such as learning walks, book scrutinises and planning scrutinises will inform future CPD.

### Development of vocabulary in History

For each unit of work, knowledge plans will provide staff with a range of vocabulary. Some vocabulary will have been previously taught to ensure that it has been retained and can be built upon. Other vocabulary will link to the current unit.

### Cross-curricular opportunities

There are sometimes links between the history and geography units that are taught e.g. Year 4 Autumn 1 where they learn about the historical features of their town and again in Year 4 when they learn about the local history of the town.



# Hale CE Primary School

## History Policy 2024-2025



### **Parental involvement**

There are opportunities each term when parents can discuss their children's progress with their teacher as part of parent's evening meetings whereby teachers provide parents with helpful advice on how to support their child. Parents are encouraged to look through the children's History books and discuss their progress and attainment in History.

### **Inclusion**

We aim to provide for all children so that they achieve their potential in History, regardless of gender, ethnicity or home background. In the main, inclusive practices outlined in the Inclusion, SEN and Pupil Premium policies are adhered to in geography. Briefly, those in need of support are formally identified during pupil progress meetings which are held at least termly but may also be informally identified by the class teacher prior to that. As a result, teachers will arrange to meet with the parents and/or the SENCO and/or other senior leaders.

## **Impact**

### **Assessment**

#### **Marking and feedback**

In the main, work will be assessed in-line with the school's Assessment Policy.

#### **Summative Assessment Use**

In the main, work will be assessed in-line with the school's Assessment Policy. However, History has the following key differences in expectation/approach:

#### **Formative Assessment Use**

The teacher records the progress made by children against the learning objectives for their lessons. At the end of a unit of work, we make a judgement against the progression statements. Using this information, the teacher records whether each child is working below, at or beyond age related expectation and then uses this information to plan future work for each child.