

Tenbury CE Primary Academy



History Policy

‘Therefore encourage one another and build each other up.

Thessalonians 5:11

Next review date: May 2024

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Statement of intent

At Tenbury CE Primary Academy, 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.

Vision:

We want to encourage our pupils to be curious about the past and how it can help us make choices about the future. We want children to develop perspective and judgements based on the arguments and evidence they learn about. You should see children who make links through time and you are keen to ask questions to find out more. You could find staff who encourage collaborative learning, pose questions and encourage reflective thinkers.

1. Legal framework

1.1. This Policy will have regard to the following statutory and non-statutory guidance:

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

2. Roles and responsibilities

2.1. The History Subject leader is responsible for:

- Developing, resourcing and reviewing the school's History Policy.
- Planning, instigating and monitoring teaching programmes.
- Working with other staff to teach the subject content.
- 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 history staff, as part of their ongoing professional development.
- Celebrating and promoting the history curriculum and the work of pupils' throughout the school.

2.2. Teaching staff will be responsible for:

- Developing lesson plans in line with the school's History Policy and the objectives of the history curriculum, using and expanding on the themes provided by Prospectus in our creative primary curriculum.
- Facilitating the teaching of the history curriculum, including coordinating activities and resources within their year group and informing the History Subject leader of any resourcing/curriculum issues.
- Assessing and recording pupils' progress and keeping the History Subject leader informed of this.

3. Teaching

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

3.2. The subject matter covered in history reflects the requirements of the new National Curriculum, which came into effect on 1 September 2014.

These skills include:

- Making accurate observations.
- Asking and answering questions.
- Effectively using the appropriate equipment for measurement.
- Recognising patterns and identifying relationships.

- Predicting and applying knowledge to differing contexts.
 - Analysing and interpreting evidence, and drawing conclusions.
- 3.3. The history programme will be delivered by staff in a range of teaching and learning situations with respect to the needs of individual pupils.

4. Curriculum

4.1. 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.

Key Stage 1

4.2. 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

4.3. 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 su and another ancient civilisation.

5. Assessment

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

5.2. The History Subject leader 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.
- Involves both teacher and pupils reviewing and reflecting on assessment data.

6. Differentiation

6.1. 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.

7. Monitoring and evaluation

7.1. The History Subject leader will meet with teaching staff in curriculum monitoring meetings at least once a term, to review and evaluate the history work within the school.

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