



Overleigh St Mary's CE Primary School Primary History Policy

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Statement of intent

At Overleigh St. Mary's Primary School we aim for all children to be Informed, Articulate and Empowered. We believe that, through the study of history, children make sense of their world and enrich their understanding of it. Our History curriculum seeks to engage children's curiosity about Britains' past and that of the wider world. We aim to equip children with the knowledge and understanding of key aspects of our own History, as well as help them develop the skills they need to make connections to their own histories and evaluate historical sources of evidence. All children, including those with SEND or disadvantaged groups, fully access the History curriculum. This may include additional adult support, adapted work outcomes, taught vocabulary scaffolds, enquiry scaffolds or adaptations to materials, including chronological aids such as timelines, to support children in becoming effective, efficient and curious historians.

1. Legal framework

1.1. This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- DfE (2013) 'National curriculum in England: history programmes of study'
- DfE (2021) 'Rich encounters with the past: history subject report'

2. Roles and responsibilities

2.1. The history coordinator will be responsible for:

- Developing, resourcing and reviewing this 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.
- Facilitating the assessment of pupils' 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.
- Undertaking the performance reviews of history staff and updating the SLT and Headteacher.
- Celebrating and promoting the history curriculum and the work of pupils throughout the school.

2.2. Staff teaching history will be responsible for:

- Contributing to the development of this policy and teaching programmes, with the history coordinator.
- Developing schemes of work and lesson plans in line with this policy and the objectives of the history curriculum.
- Facilitating the teaching of the history curriculum, including coordinating activities and resources within their specific areas.
- Assessing and recording pupils' progress and keeping the history coordinator apprised of this.
- Providing feedback to parents 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.

3. Teaching

- 3.1. The history coordinator 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 national curriculum.
- 3.3. Special focus will be paid to the teaching of the skills inherent in the entire history curriculum taught at the school. 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.
- 3.4. The history programme will be delivered by all history 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.

KS1

4.2. Pupils will 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.

KS2

4.3. Pupils will 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.

5. Assessment

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

5.2. The history coordinator will ensure that assessment:

- Is embedded as an essential part of teaching and learning. Teachers will assess children using both formative and summative methods throughout units.
- 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.
- Involves both teacher and pupils reviewing and reflecting on assessment data.

6. Differentiation

6.1. The school recognises the fact that in all history classes there are pupils 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 review

- 7.1. The history coordinator lead a process of monitoring across the year to review and evaluate the history work within the school.
- 7.2. This policy will be reviewed annually to ensure that it complies with the latest legislation, guidance and best practice.
- 7.3. The next scheduled review date of this policy is January 2026.