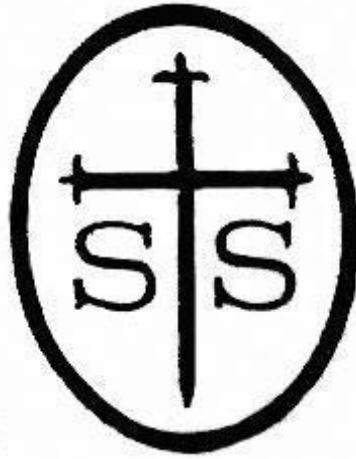


# Oxton St. Saviour's



## Primary History Policy

## Contents:

### Statement of intent

1. Legal framework
2. Roles and responsibilities
3. Teaching
4. Curriculum
5. Assessment
6. Differentiation
7. Monitoring and review

## **Statement of intent**

At Oxtou St Saviour's we are historians! We want them to have no limits to what their ambitions are and grow up enabled to become historians, teachers, researchers, archivists, museum curators, archaeologists or research analysts. We want our children to remember their History lessons in our school, to cherish these memories and embrace the historical opportunities they are presented with.

The History curriculum promotes curiosity and a love for learning. Children feel equipped and inspired to think critically, ask perceptive questions and study evidence provided in order to gain an understanding of society and change. Children feel empowered to make connections and note contrasts over time.

## **Implementation**

To ensure high standards of teaching and learning in History, we implement a curriculum that is progressive throughout the whole school. History is taught over three half terms per year, focusing on knowledge and skills stated in the National Curriculum. This helps to ensure sufficient time is allocated to History and that subject matter can be revisited. We believe that by crafting our curriculum this way, we improve the potential for our children to retain what they have been taught, to alter their long-term memory and thus improve the rates of progress they make. History provides excellent opportunities to enhance the learning of more able pupils through the investigations, analysing sources and writing extended pieces.

## **We develop the following characteristics of historians:**

- A knowledge and understanding of people, events, and contexts from a range of historical periods and of historical concepts and processes.
- The ability to think critically about history and communicate ideas confidently in styles appropriate to a range of audiences.
- The ability to consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate historical evidence derived from a range of sources.
- The ability to think, reflect, debate, discuss and evaluate the past, formulating and refining questions and lines of enquiry.
- A passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways.
- A respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgement.

## **Impact**

The assessment activities and frameworks will help demonstrate that teaching has resulted in clear and appropriate outcomes.

Outcomes in the children's books evidence a broad and balanced history curriculum and demonstrate children's acquisition of identified key knowledge relating to each of the identified national curriculum strands.

Signed by:

_____	Headteacher	Date:	_____
_____	Chair of governors	Date:	_____

**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'

## **1. Roles and responsibilities**

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.
- Celebrating and promoting the history curriculum and the work of pupils throughout the school.

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.

## **2. 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 national curriculum.

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.

The history programme will be delivered by most staff in a range of teaching and learning situations, with respect to the needs of individual pupils.

## **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.

### **KS1**

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**

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.

## **Assessment**

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

The history coordinator will ensure that assessment:

Is embedded as an essential part of teaching and learning.

Involves sharing learning intentions, worked examples 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.

## **Adaptive Teaching**

History forms part of the school's curriculum policy to provide a broad and balanced education to all children. We provide learning opportunities matched to the needs of children and we take into account the targets set for individual children.

## **Monitoring and review**

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

The next scheduled review date of this policy is July 2027.

