



West Rainton Primary School

Policy for History

Date of production – September 2025

Date of next review – September 2027

History Policy

Introduction

There are four main purposes to this policy:

- ✚ It establishes an entitlement for all pupils
- ✚ It establishes expectations for the standards to be achieved
- ✚ It builds on what pupils have learned previously and promotes continuity and coherence across the school
- ✚ It states the school's approaches to this subject in order to promote public, and particularly parents' and carers', understanding of the curriculum

The importance of history in the curriculum

A high-quality historical education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between relevant groups, as well as their own identity and the challenges of their time.

In Reception, the children follow the Early Years Foundation Stage (EYFS) curriculum. At Key Stage 1, pupils develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

At Key Stage 2, pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the use of appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

Expectations

By the end of each year group, pupils are expected to achieve the expected level of development in their year group objectives. They may be working towards this, in an emerging or developing way, or achieving beyond expectations in terms of working at a greater depth in the subject. It is government expectation that most pupils achieve expected level.

The aims of history and how these contribute to the school's aims

The school aims to:

- Stimulate and excite pupils' curiosity about historical events
- Satisfy this curiosity with knowledge
- Engage pupils as learners at many levels through linking ideas with practical experience
- Help pupils to learn to question and discuss historical facts that may affect their own lives
- Show pupils how historical events contribute to our living today
- Help pupils recognise the cultural significance of history and trace its development

How history supports and promotes our overarching curriculum key drivers:



Aiming high

We want our pupils to be inspired by our provision, and to ignite strong aspirations and high expectations of themselves and their future. Promotion of strong attendance is fundamental in this. Through the use of visits, visitors and enriching experiences, we will build knowledge and understanding of career possibilities as well as a hunger to embrace new and exciting opportunities.

We will ensure we plan regular opportunities for children to develop self-belief and to see the benefits of taking risks and overcoming challenge. Our pupils will be supported to light up future pathways to fulfilling lives of employment choices, prosperity and future happiness. In history, this is achieved through the engaging and enriching opportunities on offer, such as exciting educational visits and visitors. Children in all key stages have regular opportunities to interact with a range of artefacts. Our history units also lead to discussions about possible career pathways.



Skills for learning and life

We want pupils to leave our school with a bank of knowledge and a skillset specific to each individual subject, whilst also making transferable connections across other areas of learning and life. Fundamental to this, is a curriculum rich in core skills of language, vocabulary, communication, literacy and numeracy. Our pupils will be taught to be inquisitive, follow a line of enquiry to reach answers, and to recall and present their learning in a vibrant range of ways. Opportunities to develop resilience, organisation, leadership, teamwork, adaptability, patience and initiative are all interwoven into our subjects and wider school life in order for our children to adjust to new learning situations. In history, this is promoted through high level questioning and ample opportunities for teamwork and leadership. Children gain a bank of vocabulary and also answer a range of questions, focussing on how and why. Skills in patience, resilience and organisation are fostered within history.

Growing healthily



Equally as important to us is the development of the whole child. Feeling safe, happy and valued is a fundamental right of all pupils. Our inclusive-rich ethos provides the backdrop to our personal development and wellbeing provision which is skilfully interwoven into all that we do. All pupils are supported to develop a strong understanding of the importance of good physical and mental health, whilst also learning a whole range of factors and influences that can have a negative impact on us. Making, nurturing and maintaining healthy relationships, both on and offline, equips children with the strength and security to recognise what they want and need in life. We believe a strong understanding of e-safety forms a crucial part of being a healthy, well-rounded 21st century global citizen. In history, our lessons promote an understanding of current issues and often have a focus on exploring people's rights and how these have changed over time. Our children also learn how to work together as part of a group and extent their understanding of e-safety when completing research tasks online.



Knowledge of the world

When our pupils leave us at the end of Y6, we want them to feel so proud of themselves as people that they have the personal strength and self-confidence to find their place as positive global citizens. Through our carefully-planned provision, our pupils will experience a diverse and inclusive-rich experience that allows them to bank cultural capital as well as developing a secure understanding of the importance of equality. As well as a secure knowledge of British values, our pupils will have their minds and horizons broadened through diverse social, moral, spiritual and cultural experiences. Pupils will be regularly encouraged to revisit and extend their world-view, fostering tolerance, sensitivity and empathy to interact positively with others. The history curriculum map and is carefully tailored so our children experience a diverse range of historical figures throughout the

different topics. Our children also develop an awareness and understanding of the foundations of our country and others around the world.

Strategy for implementation - entitlement and curriculum provision

History is a foundation subject of the National Curriculum and pupils undertake some history work weekly when working through a history topic. This will be taught once per term, with the other half term focusing on geographical learning. The work covered in Key Stage 1 builds on the Early Years Foundation Stage (EYFS). Pupils in Reception develop their knowledge, understanding and skills through play activities and direct teaching from which the pupils undertake planned tasks.

Planning is in-line with the requirements of the National Curriculum 2014. The school places a high emphasis on the development of pupils' skills through English based tasks, to provide a context for learning. Teachers are also focusing on skills based lessons to further develop children's historical enquiry.

Teaching and learning

All lessons have clear learning objectives, which are shared and reviewed with the pupils effectively. Each objective is now in the form of an enquiry question which focusses the lesson and the children's learning. A variety of strategies, including questioning, discussion, concept mapping and marking, are used to assess progress. The information is used to identify what is taught next. Activities inspire the pupils to investigate the world around them and to help them raise their own questions such as "Why...?", "How...?" and "What happened when...?". Activities develop the skills of enquiry, observation, locating sources of information, asking comparisons and communicating results and findings. Lessons make effective links with other curriculum areas and subjects, especially literacy and ICT. Activities are challenging, motivating and extend pupils' learning. Children will also have access to a range of practical resources, such as artefacts and thought-provoking images, to stimulate their interest and broaden their knowledge and understanding.

Teacher's should aim to include:

- Unit title is always an overarching question.
- Each lesson objective should also be a question that builds to answer unit title question.
- Build towards an end point goal, which answer unit title question (assembly, video clips, ICT task, poster, living museum etc).
- Evidence career links where appropriate.
- Evidence artefact use where possible.
- Evidence of sticky learning

Assessment and Recording

Teachers assess learning at the end of a topic, against the National Curriculum requirements, using Sonar.

Continuity and Progression

The school ensures curriculum continuity by following the two-year rolling programme of units of work and by close liaison between staff at the planning stages.

Pupils with Special Needs and/or disabilities

Pupils with diverse learning needs are provided for through:

- Teachers planning for the pupils full participation.
- Setting high expectations.
- Providing opportunities for all pupils to achieve.
- Creating effective learning environments.
- Providing equality of opportunity through teaching approaches.
- Setting learning targets.
- Liaison with SENCO and the development and delivery of appropriate SEN support plans
- Liaison with outside agencies, e.g. psychological services.
- Appropriate intervention (As set out in the Code of Practice)
- Allowing pupils access to specialist equipment and approaches where necessary.
- Liaison with the adviser for gifted and talented pupils.
- More able pupils are planned for appropriately.
- This is supported by our equal opportunities policy.
- Continuous consultation with and involvement of parents.

Equal Opportunities

The teaching of the history in our school takes consideration of our equal opportunities policy and inclusion. We recognise children as individuals and base our teaching upon our knowledge of their specific needs. A range of teaching methods and resources allow children with a wide range of abilities to achieve their full potential.

Organisation

History is taught as a discrete subject for one hour every week. Units for history change termly, with the half term given to geography.

Curriculum

The Programmes of Study for History are covered inline with units identified in the National Curriculum. Key Stage 1 programme is covered once across Years 1 and 2, The Key Stage 2 curriculum is covered across Years 3 and 4 and Years 5 and 6. Planning identifies within each unit of work the learning objectives, activities, assessment opportunities, the vocabulary to be taught and used, how information and communications technology and resources should be used.

Learning Resources

Learning resources are kept in the school resource area next to the staff room. Relevant equipment is taken to the class by teachers. Our staff also have access to online planning and resources, through the use of Twinkl, and other programmes as they deem appropriate. Staff will also have access to resource boxes, which are appropriate for different topics. These boxes will include various artefacts relating to each topic, thought provoking images with open ended questions and a variety of fiction and non-fiction texts for staff to share with the children and for children to read at their leisure.

The Learning Environment

Classrooms will often have displays of current history work, including relevant vocabulary, in hand. Whole school timeline will be displayed and children will have access to timelines for chronology. Resources for the unit of work being covered should be appropriately accessible in the form of a working library. Other sources of information should be available, including books relating to topics and suitable artefacts.

Extra-curricular opportunities

From time to time teachers plan to undertake fieldwork, visits to places of topical interest and invite visitors to the school in order to support the learning objectives for units of work where relevant.

Opportunities to enhance learning

- Incredible Individuals studied 3 times in each year group (one a term)
- Black History Month (October)
- International Women's Day (8th March 2023)
- International Men's Day (19th November 2022)
- Pride Month (July)

Trips/Experiences

- Arbeia
- Beamish
- Air Museum
- Oriental Museum
- DLI visitors
- Local cenotaph

The Contribution of History to other Aspects of the Curriculum

The teaching of English and Computing is promoted strongly within history as part of the school's drive to continue to raise standards in core basic skill areas. There is also a strong link between history and RHE through looking at significant people from history, particularly those of BAME and LGBTQ. Children also look at significant male and female individuals as part of International Women's and Men's Days. We explore these individuals around these days to deepen and widen our children's understanding of the world.

Homework

No specific homework is set at either key stage for history. Sometimes a home research task might be set for children to deepen their understanding.

Parents and Carers

Parents and carers have an important role to play in helping their pupils learn about the world. Their role is enhanced by the use of displays around the school to raise their interest and the interest of their children in the subject. The importance of history relative to other subjects will be explained to parents when their children join the school and teachers should take the opportunity of reinforcing this appropriately during interviews with parents.

Literacy

In particular, at Key Stage 1, the pupils are encouraged to use their speaking and listening skills to describe what they find out about. At Key Stage 2 the pupils are encouraged to develop their skills of writing to record their findings and facts they gain. In relation to history, they should be applying their literacy skills at levels similar to those which they are using in their English work.

Computing

At both key stages this involves the pupils using ICT to: locate and research information (internet); record findings (using text, data and tables). History co-ordinator and headteacher are currently exploring options of incorporating VR into history lessons.

Spiritual Development

Spiritual development is encouraged through reminding pupils of the wonder of the world, both historical and current, and the effect of archaeological discoveries on the modern world.

Leadership and management - Staff development and training opportunities

The Headteacher discusses development needs so that the needs of individual members of staff are identified within the school's performance management programme. Staff attending training are expected to share the useful points with other relevant staff. EYFS, KS1 & KS2 teachers discuss needs with the Headteacher and the history co-ordinator to ensure that planned units of work are adequately resourced. History co-ordinator leads staff training to ensure planning considerations are understood and carried out.

How the subject is monitored and evaluated

All teachers are responsible for monitoring standards using the assessment procedures described in this policy. This is overseen by the history co-ordinator termly. The history co-ordinator is also responsible for the production and implementation of the action plan. The history coordinator is responsible for the curriculum mapping for the subject and for providing the detailed resources.

School closure

During school closure, as a result of Covid-19, staff were aware of their upcoming topics and included work on class dojo to ensure children did not miss out on work from history. When we returned to school, as a staff we collated any topics of learning we thought children may

have missed during the school closures. These topics were given to the children's new teachers to ensure these topics were caught up in the next year. This could be through the teaching of the whole topic, or to include questions from these topics as a quick starter.

Policy Review

This policy will be reviewed every two years in line with the school's policy review programme. The Headteacher is responsible for reporting to the Governors' about the quality of its implementation and its impact on standards. In the light of this, policy amendments may be made.