



History Policy

Date policy next reviewed: January 2027

Signed by:

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Headteacher

Date: Jan 26

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Chair of governors

Date: Jan 26

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Statement of intent

Quinton Primary School and Nursery recognises the importance of History education in teaching pupils about the world around them. This policy will ensure the school complies with the national curriculum and help pupils have a solid grounding in history, a positive attitude towards the world we live in, and a strong understanding of worldwide cultures both past and present.

1. Legal framework

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

- DfE 'National curriculum in England: history programmes of study'
- DfE 'Statutory framework for the early years foundation stage'

This policy operates in conjunction with the following school policies:

- Educational Visits and School Trips Policy
- Health and Safety Policy

2. Roles and responsibilities

The governing board will be responsible for:

- Ensuring a broad and balanced history curriculum is implemented in the school.
- Ensuring the school's history curriculum is accessible to all pupils.

The headteacher will be responsible for:

- The overall implementation of this policy.
- Ensuring the school's history curriculum is implemented consistently.
- Ensuring appropriate resources are allocated to the history curriculum.
- Ensuring all pupils are appropriately supported.
- Appointing a member of staff to lead on the school's approach to teaching history.

The history lead will be responsible for:

- Maximising pupils' potential attainment and achievement and taking lead accountability for pupil progress.
- Leading, managing and developing the school's history provision.
- Preparing policy documents, curriculum plans and schemes of work for history.
- Reviewing changes to the national curriculum and advising on their implementation.
- Monitoring the learning and teaching of history, providing support for staff where necessary.
- Organising the deployment of resources and carrying out an annual audit of all history resources.

- Leading staff meetings and providing staff members with the appropriate training.
- Advising on the contribution of history to other curriculum areas.

History teachers will be responsible for:

- Acting in accordance with this policy.
- Liaising with the geography lead about key topics, resources and supporting individual pupils.
- Ensuring that all relevant statutory content is covered within the school year.
- Monitoring the progress of pupils in their class.
- Reporting any concerns regarding the teaching of the subject to the geography lead or a member of the SLT.
- Undertaking any training that is necessary to teach the subject effectively.

3. The national curriculum

The national curriculum will be followed for all history teaching.

During Reception, in accordance with the 'Statutory framework for the early years foundation stage', focus will be put on the seven early learning goals (ELGs), with the history aspect of pupils' work relating to the objectives set out within the framework. The ELGs cover:

1. Communication and language: listening, attention and understanding; and speaking.
2. Personal, social and emotional development: self-regulation, managing self, and building relationships.
3. Physical development: gross motor skills and fine motor skills.
4. Literacy: comprehension, word reading, and writing.
5. Mathematics: number and numerical patterns.
6. Understanding the world: past and present; people, culture and communities; and the natural world.
7. Expressive arts and design: creating with materials; and being imaginative and expressive.

During Years 1 and 2, pupils 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 airplane 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- Significant historical events, people and places in their own locality.

During Years 3 to 6, pupils will be taught:

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 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.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

4. Cross-curricular links

As history is the driver for our curriculum, both Autumn and Spring terms, each class follows a history-based topic that feeds and drives the learning in Literacy. Our history topics also link to our termly art projects.

5. Assessment

Assessment

Formative assessment will be carried out informally throughout the year. This will enable teachers to identify pupils' understanding of subjects and inform their immediate lesson planning.

Assessment will take various forms, including the following:

- Talking to pupils and asking questions
- Discussing pupils' work with them
- Marking work against learning objectives
- Specific assignments for individual pupils
- Observing practical tasks and activities
- Pupils' self-evaluation of their work
- Classroom tests

Parents will be provided with a written report about their child's progress during the Summer term every year. Reports will include information on the pupil's attitude and attainment towards history. Verbal reports will be provided at parents' evenings during the Autumn and Spring terms.

6. Equal opportunities

All pupils will be given equal access to the entire history curriculum, including fieldwork and educational visits.

Where required, pupils with SEND will be provided with additional support in order to fully engage with the history curriculum.

Where it is inappropriate for a pupil to participate in a specific lesson because of reasons related to any protected characteristics, the lesson will be adapted to meet the pupil's needs and alternative arrangements involving extra support will be provided where necessary.

The school aims to provide more academically able pupils with the opportunity to extend their historical studies through extension activities such as problem solving, investigative work and research.

7. Monitoring and review

This policy will be reviewed on an annual basis by the history lead, in collaboration with the headteacher. The next scheduled review for this policy is January 2027.