



New Mills Primary School

History Policy

Signed by _____ Headteacher Date _____

_____ Chair of Governors Date _____

Updated March 2023

Statement of intent

At **New Mills Primary School**, we believe that, through the study of history, we can help our pupils 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, pupils will understand the similarities and differences between societies and cultures, and the impact of changes on people and places.

1. Legal framework

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 (2015) 'The national curriculum in England: Key stages 1 and 2 framework document'

This policy operates in conjunction with the following school policies:

- Primary Curriculum Policy
- Homework Policy

2. Roles and responsibilities

The governing board is responsible for:

- Approving the policy.
- Liaising with the headteacher, history and teachers with regards to pupil progress and attainment in history curriculum.
- Ensuring the history curriculum is inclusive and accessible to all

The headteacher is responsible for:

- Ensuring the history curriculum is implemented consistently throughout the school and ensuring any difficulties are addressed and mitigated as soon as possible.
- Receiving reports on the progress and attainment of pupils and reporting these results to the governing board.
- Making any necessary adjustments to the history curriculum where required.
- Keeping up-to-date with any relevant statutory updates and taking action where required.
- Ensuring the policy is created in accordance with the Primary Curriculum Policy and Homework Policy.
- Updating and maintaining this policy.

The history coordinator will be responsible for:

- Developing, resourcing and reviewing this policy.
- Planning, instigating and monitoring history 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, and providing guidance, with current affairs and best practice regarding history.
- 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.
- Delivering the lessons (in line with the objectives of the history curriculum) created by the Curriculum Maestro team, adapting them to our pupils where necessary.
- Assessing and recording pupils' progress and keeping the history coordinator updated.
- Providing feedback to parents on pupils' progress at parents' evenings and other meetings.
- Attending and contributing to any training organised.

3. Teaching

The history coordinator will be responsible for overseeing the 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 **New Mills Primary 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 all teaching staff in a range of teaching and learning situations, with respect to the needs of individual pupils.

4. 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.

Key Stage 1

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, used to compare aspects of life in different periods.
- Significant historical events, people and places in their own locality.

Key Stage 2

Pupils will be taught about:

- Stone Age Britain
- Iron Age Britain
- The Roman Empire and its impact on Britain
- The Anglo Saxons and Scots
- The Vikings to the time of Edward the Confessor
- The achievements of the earliest civilisations
- Ancient Egypt
- Local history
- Ancient Greece
- The Second World War
- Africa (past and present) and the development of the slave trade

5. Cross-curricular links

Where possible, the history curriculum will provide opportunities to establish links with other curriculum areas. This includes:

Geography

- Pupils' geographical knowledge is strengthened through their understanding of other countries' history and the natural and cultural aspects that shaped them.

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- Pupils' understanding of the history of religions and belief systems is developed, and how they have shaped the values underpinning modern cultures.

6. 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 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.

7. Equal opportunities

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

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

Lessons will be adapted to meet all pupils' needs where appropriate, including being considerate of any pupils' protected characteristics, and alternative arrangements involving extra support will be provided where necessary.

New Mills Primary 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.

8. 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 **March 2024**.