

Goldenhill Primary Academy



History Policy

September 2024

“Everyone Shines At Goldenhill”.

Mission statement:

Goldenhill Primary Academy provides a happy, friendly, secure and respectful environment; where everyone achieves their potential and develops a lifelong love for learning.

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Statement of intent

At Goldenhill Primary Academy, 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 this policy.
- Liaising with the headteacher, history coordinator and teachers with regards to pupil progress and attainment in history education.
- 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 this 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 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 headteacher.

- 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.
- Delivering 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

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. Pupils from Y1-Y6 will have 2 history led units of work throughout the year alongside a Local History Fortnight at the start of the academic year.

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.
- Clear links to substantive and disciplinary knowledge and skills.

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.

You will see a 4 corners approach (see Curriculum Policy) to learning in all of the children's Topic Books and within the learning environment for each year group. We have also taken an enquiry based learning approach whereby each unit has an enquiry question alongside smaller enquiry based questions for each session

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.

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

KS2

Pupils will be taught about:

- Stone Age Britain. (Y3)
- Iron Age Britain. (Y3)
- The Roman Empire. (Y3)
- The Anglo Saxons and Scots. (Y4)
- The Vikings to the time of Edward the Confessor. (Y4)
- The achievements of the earliest civilisations. (Y4)
- Another ancient civilisation. (Y5)
- Ancient Greece. (Y5)
- Local history. (Whole School)
- An aspect of British history beyond 1066. (Y6)
- A non-European society such as Baghdad c. AD 900. (Y6)

5. Cross-curricular links

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

At Goldenhill we offer children an after school History club where children can strike up curiosity around the subject and become historians. We also encourage English, Maths and Computing skills to be used within History lessons to promote cross-curricular links.

Geography

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

RE

- 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.
- Ensuring opportunities are available to assess both substantive and disciplinary knowledge and skills through end of unit quizzes and end of unit essay style questions.

7. Equal opportunities

All pupils will be given equal 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 pupil's protected characteristics, 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.

8. Monitoring and review

The history coordinator will meet with the history curriculum team at least once a term, to review and evaluate the history work within the school.

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 September 2025.

