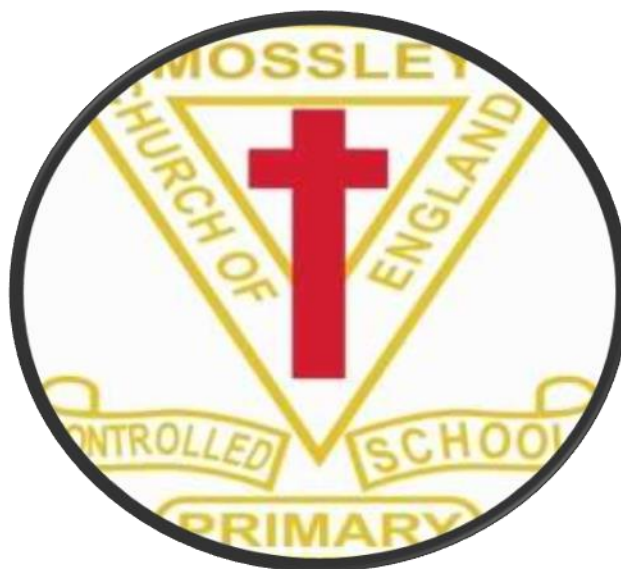


# History Subject Policy

Mossley Church of England Primary School



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### 1. Purpose of the policy

This policy reflects the aims and values of Mossley Primary School. It ensures all stakeholders, including staff, governors, parents and pupils, are working towards the same goals.

The purpose of this policy is to:

- › Set out a framework for all teaching and non-teaching staff, giving guidance on planning, teaching and assessment
- › Demonstrate adherence to the National Curriculum objectives and guidelines
- › Provide clear information to parents and carers about what their children will be taught
- › Allow the governing board to monitor the curriculum
- › Provide Ofsted inspectors with evidence of curriculum planning and implementation

### 2. Subject vision

Here at Mossley C of E Primary School, we believe that a high-quality history education will help pupils to gain a coherent knowledge and understanding of Britain's past and that of the wider world. History inspires pupils' curiosity to know more about the past. Our teaching will 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 different groups, as well as their own identity and the challenges of their time.

### 3. Intent

By the time pupils leave the school, they should:

- › Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world

- › Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- › Be able to use 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 them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses
- › Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- › Have historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short and long-term timescales

We use the **Primary Knowledge Curriculum** (PKC) scheme to support our teaching of History. The Primary Knowledge Curriculum aspires to create curious and knowledgeable young people, who hold a deep understanding and appreciation of the discipline of history, and are able to sift and weigh evidence to begin to formulate their own viewpoints and perspectives of the world.

The curriculum aims to help children understand how the past is constructed and contested. Children begin by learning about what a historian does, looking at basic sources and simplified perspectives to develop an appreciation and understanding of what it means to be a historian. As their substantive knowledge grows, children will be able to ask perceptive questions, analyse more complex sources and begin to use their knowledge to develop perspective. Disciplinary concepts, such as continuity and change, cause and consequence and similarity, difference and significance, are explored in every unit, and children are supported to think outside of their current unit of work and apply these concepts across the curriculum.

## 4. Implementation

### Teaching and learning

History is taught in single age classes by class teachers or teaching assistants (if required). Lesson plans are based around the subject’s long-term plan and resources available, with objectives adapted to suit the stage of development for the pupils in each class. The teaching of history might involve:

- › Whole-class teaching
- › Small group discussions
- › Watching video clips
- › Handling artefacts
- › Looking at historical photographs
- › Individual projects/research
- › Role play
- › Field trips
- › External speakers
- › Knowledge organisers

## 5. Curriculum overview

Here at Mossley C of E Primary School, pupils will follow a History curriculum that gradually develops learning, the outcome being the acquisition of knowledge and skills that enable each pupil to enquire, research and analyse. Pupils will have a coherent understanding of Britain's history, as well as that of the wider world, and the chronology that underpins both. Children will know more, remember more and understand more.

### 5.1 Early Years Foundation Stage (EYFS)

We engage our youngest children in EYFS with learning about the past and present. Through the careful use of the Primary Knowledge Curriculum and Development Matters the children learn all about the past including the monarchy, their own family history and what Congleton looked like in the past. The children think about transport from the past and also the history of space including the first moon landings and astronauts from before their time. The History learning is mapped out carefully in the EYFS long term plan for the year and then more detail is added to this on a medium-term plan. The children learn through play and carefully planned direct teaching. We use stories, rhymes and poems to teach children about the past in an age-appropriate way. The children have a 'learning adventure' book which contains all of their adult-directed learning tasks. This allows the adults to make accurate assessments for the past and present early learning goal.

### 5.2 Key Stage (KS) 1

In KS1, pupils will:

- › Develop an awareness of the past and use common words and phrases relating to the passing of time
- › Learn where the people and events they've studied fit within a chronological framework and be able to identify similarities and differences between ways of life in different periods
- › Use a wide vocabulary of everyday historical terms
- › Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events
- › Understand some of the ways in which we find out about the past and identify different ways in which it is represented

The topics we teach in History are outlined in the curriculum map for history (see section 5.4).

### 5.3 Key Stage (KS) 2

In KS2, pupils will:

- › 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
- › Note connections, contrasts and trends over time, and develop the appropriate use of historical terms
- › Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance
- › Construct informed responses that involve thoughtful selection and organisation of relevant historical information
- › Understand how our knowledge of the past is constructed from a range of sources

The units we teach in History are outlined in the programmes of study/curriculum map for history (see section 5.4).

## 5.4 Units of study

	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Year 1		Discovering History		Kings, Queens, and Leaders		Parliament and Prime Ministers
Year 2		Romans in Britain		The Tudors		Powerful Voices
Year 3	Stone Age to the Iron Age	Ancient Egypt	The Anglo Saxons, Scots, and the Vikings		Law and Power (1154-1272)	The Wars of the Roses
Year 4	Ancient Greece		Life in Ancient Rome	The Rise and Fall of Rome	The Stuarts	
Year 5	Baghdad c.900 CE	The Early British Empire	The French Revolution	The Transatlantic Slave Trade	The Industrial Revolution	The Victorian Age
Year 6	World War I	The Suffragettes	The Rise of Hitler and World War II	World War II and the Holocaust	The Cold War	The History of Human Rights

## 6. Cross-curricular links

History shares links with the following subjects:

- › English: development of literacy skills through reading and writing
- › Maths: analysing numerical data and understanding chronological terminology
- › RE: deeper understanding of different religions and their influence
- › ICT: use of the internet for research
- › Geography: reading maps and a greater awareness of global and local changes
- › Spiritual, moral, social and cultural (SMSC): encourages empathy towards other cultures and religions, and reflection on moral issues
- › The Arts: learning about artists from the past and creating pieces that are in the style of the artist.

## 7. Impact

### 7.1 Assessment

Mossley C of E Primary School uses assessment to enable staff to understand what pupils have learnt before, what they need to learn now and what they will learn next.

Our progressive history curriculum has been carefully designed in such a way that ensures that children know more and remember more across a lesson, series of lessons, from each term to the next and then building on from the previous year's learning.

Assessment of history is on-going throughout a pupil's school journey. The teaching of history is assessed by the class teacher during and after lessons with both verbal and written feedback given when appropriate. Evidence of the learning is dependent on the lesson outcome; year group and the skills and knowledge being developed. Throughout the course of the lesson the class teacher will move around the class, offering support where needed so that each child receives direct feedback and the appropriate level of challenge.

History is assessed using low stakes multiple choice quizzes and in class assessments at the end of a topic to assess their knowledge. This is used to inform future planning and starters in lessons where pupils recap and review previous learning e.g., through a history timeline with the key facts. In Key Stage 2 children are also given the opportunity to demonstrate their understanding through a written task.

The children's History books show evidence of a balanced and wide-ranging history curriculum. They demonstrate that the children have acquired key knowledge in the topic taught and whether a child is able to

apply some of the vocabulary that they have learnt for a specific unit. Pupil voice is used to ensure that the children know more and remember more and we regularly speak to the children who tell us that:

### **Formative assessment**

Formative history assessment is ongoing and will be used to inform teachers in relation to their planning, lesson activities and how work may need to be adapted.

### **Summative assessment**

Summative assessment is completed half termly/termly, based on the unit 'end-points' that the medium-term plan requires as a key focus. These decisions are based upon a 'best fit' approach.

At the end of each half term/term unit, pupils will be assessed within 1 of the following bands:

- Not on track
- On track

This is recorded on an excel document which allows the teacher, subject lead and SLT to evaluate the effectiveness of the history curriculum. It also enables teaching staff to adapt accordingly for the children that have been identified as not on track.

### **Marking**

Children receive regular feedback and the marking in History books follows the school's marking policy.

## **7.2 Recording**

In history, pupils will record their learning in the following ways:

- History books
- Reception- Learning Adventures

This may take the form of photographs, pictures, notes or written work, and may be worksheet-based or fully independent.

## **8. Resources**

### **8.1 Support with teaching and learning**

A variety of history resources are available at Mossley C of E Primary School. Amongst them are: children's reference books; teacher resource books and packs; photographs; artefacts and newspapers. The History Lead maintains the History resources, and monitors their use. Resources are purchased and replaced by the Co-Ordinator in accordance with the school ordering procedures. The list of resources is examined each year before requisitions are made. All staff may request or suggest resource items for a History topic either in person or by providing feedback on the back of planning sheets following completion of a topic.

### **8.2 External speakers, local museums, trips**

Staff plan for a range of age appropriate and financially viable trips/visitors that will enhance and support the childrens' learning in History. The trips are dependent upon the units of study for each year group. Examples include; Stafford Castle, Potteries Museum, WWII workshop at New Life church and Congleton Museum.

## **9. Roles and responsibilities**

### **9.1 Headteacher**

The headteacher at our school will:

- › Support the subject leader but also hold them to account for the effectiveness of the subject

- › Support staff through the provision of training and resources
- › Monitor the planning and delivery of the subject
- › Ensure the requirements of the National Curriculum are met
- › Ensure this policy is reviewed according to the timescales set out

## 9.2 Subject leader

The subject leaders at our school will:

- › Prepare and review subject policy and curriculum plans
- › Promote the study of the subject throughout the school
- › Monitor the teaching and assessment of the subject
- › Attend appropriate CPD
- › Stay informed regarding developments in the study and teaching of the subject
- › Evaluate resources
- › Provide training and CPD to staff on the subject curriculum and its delivery, and keep them informed about subject developments nationally
- › Assess the impact of the subject curriculum on pupils' learning and development
- › Make presentations to governors on the subject and how it is being taught

## 9.3 Governance

The governing body at our school will:

- › Monitor the impact of the subject across the school and on pupils
- › Monitor teacher workload and professional development
- › Keep up to date with the curriculum (what's taught, why it's taught, and how it's taught)

## 9.4 Classroom teacher

Classroom teachers at our school will:

- › Teach and assess the subject according to the principles laid out in this policy
- › Report to the subject leader
- › Maintain subject knowledge and appropriate CPD

## 9.5 Parents

The parent community at our school will:

- › Make sure their children are prepared for learning
- › Monitor the completion of homework

## 10. Inclusion

Teachers set high expectations for all pupils in History. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- › More able pupils
- › Pupils with low prior attainment
- › Pupils from disadvantaged backgrounds

- › Pupils with special educational needs (SEN)
- › Pupils with English as an additional language (EAL)

Teachers will plan lessons so pupils with SEN and/or disabilities can study History, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in History.

Children with Special Educational Needs are taught the full History Curriculum which is tailored by their teacher to meet their needs. Some children may receive additional support to help them take a full and active role in History lessons. Tasks will be adapted if necessary to help children to succeed and reach their potential. See Special Education Needs Policy for more details.

## 11. Links to other policies

This subject policy links to the following policies and procedures:

- › Curriculum policy
- › Assessment policy
- › Marking policy
- › SEN policy
- › EYFS policy

## 12. Monitoring and review

This policy will be reviewed by the History subject lead, Headteacher and governors every 2 years.