



Halebanks Church of England Primary School

History Policy

Curriculum aims and intent

This is our *Statement of Intent* regarding the curriculum, based on the ideas of the pupils, staff and parents of Halebanks Church of England Primary School.

At Halebanks we celebrate who we are, as a safe and nurturing family, within the local community and the wider world. We inspire natural curiosity and develop a passion for lifelong learning whilst providing enriching opportunities for all individuals to flourish and achieve their ambitions. As God intended, we joyfully celebrate culture, diversity and individuality in all their forms, whilst embracing our enriching Christian values.

'Let your light shine.' Matthew 5.16

Love

Hope

Community

Compassion

Courage

Our curriculum...

- offers a balance of challenge and support
- motivates and engages learners and is both exciting and fun
- provides opportunities for learning both within and beyond the classroom
- offers rich experiences and opportunities: local, national and global
- prepares learners for life beyond school
- enables learners to think critically, analyse and reflect
- develops learners' vocabulary to enable them to articulate their ideas and express their opinions
- enhances pupils' understanding of how to live safely, happily and value themselves and others

Halebanks learners are...

- keen, self-motivated and willing to learn
- ready, hard-working and keen to take an interest in the world around them
- confident and well supported, both at school and at home
- willing to ask for help
- team players
- independent, cooperative and collaborative
- honest and respectful of others' ideas and beliefs
- able to see the value of being 'stuck', and making and learning from mistakes
- determined and resilient
- committed to working for the good of others, the school and the wider community
- keen to give their best

Legislation and guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach. It also reflects requirements for

inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#). In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

National Curriculum: purpose of study

A high-quality history 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 different groups, as well as their own identity and the challenges of their time.

National Curriculum: aims

The National Curriculum for history aims to ensure that all pupils:

- 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
- gain 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 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
- gain 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.

Roles and responsibilities

The Governing Board

The Governing Board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation. The governing board will also ensure that:

- a robust framework is in place for setting curriculum priorities and aspirational targets
- enough teaching time is provided for pupils to cover the national curriculum and other statutory requirements

- proper provision is made for pupils with different abilities and needs, including children with special educational needs and disabilities (SEND)
- the school implements the relevant statutory assessment arrangements
- it participates actively in decision-making about the breadth and balance of the curriculum
- it fulfils its role in processes to disapply pupils from all or part of the national curriculum, where appropriate, and in any subsequent appeals

Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- all required elements of the curriculum have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- the amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the Governing Board
- the school's procedures for assessment meet all legal requirements
- the Governing Board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- the Governing Board is advised on curriculum matters in order to make informed decisions
- proper provision is in place for pupils with different abilities and needs, including children with SEND

The Subject Leader

The subject leader is responsible for:

- prepare and review policy documents, curriculum plans and schemes of work for the subject
- encourage staff to provide effective learning opportunities for all pupils, to develop valid activities appropriate for all pupils at different stages of development and which enables pupils to progress in the subject help colleagues develop their subject expertise and organise and monitor their professional development
- collect, evaluate and inform staff of all resources
- ensure regular forms of assessment and monitoring are being used
- provide annual subject action plans including costings and priorities which help inform the school development plan
- organise and advise on the contribution of history to other curriculum areas including cross curricular
- help with the monitoring and evaluation of the effectiveness of the subject within the school

Class Teachers

The class teacher's role is to:

- ensure coverage of History for their year group/Key Stage.
- inform the subject leader of any resources needed to deliver the units before they arise in the curriculum.
- plan and deliver lessons to appeal to all learners to enthuse as well as educate then children in their class.

Organisation and planning

The history projects are well sequenced to provide a coherent subject scheme that develops children's historical knowledge, skills and subject disciplines. Key aspects and

concepts, such as chronology, cause and effect, similarity and difference, significance and hierarchy, are revisited throughout all projects and are developed over time. Our mixed year classes mean we work on a two year rolling programme, so all children access the relevant content and have the opportunities to develop their knowledge and skills in a suitable way. All projects also develop historical skills based on evidence and historical enquiry. The choice of historical periods follows the guidance set out in the national curriculum, with specific details relating to significant events and individuals chosen to present a rich and diverse account of British and world history. Where there are opportunities for making meaningful connections with other projects, history projects are sequenced accordingly. For example, the project Dynamic Dynasties is taught alongside the art and design project Taotie to give children a better all-round understanding of ancient Chinese arts and culture. All history projects are taught in the autumn and summer terms, with opportunities for schools to revisit historical concepts in some of the spring term geography projects.

Key Stage 1

In Year A, children begin the autumn term by studying the project Childhood. This project builds on children's past experiences, including their family history and events within living memory, and works well as an introductory project. In the summer term, children study the project School Days. This project enables children to learn the history of their school and compare schooling in the Victorian period. In the autumn term of Year B, children extend their studies to explore a broader range of periods in the project Movers and Shakers. This project explores the concept of significance and the significant people that have greatly influenced history. In the summer term, children study the project Magnificent Monarchs. This project introduces children to the challenging concepts of power and monarchy in preparation for more complex historical topics in Key Stage 2.

The projects studied in Key Stage 1 provide numerous opportunities for children to explore significant historical events, people and places in their locality.

Lower Key Stage 2

In Year A, children begin the autumn term by studying the chronology of British history in the project Through the Ages. This project teaches children about the significance of prehistoric periods and the changes in Britain from the Stone Age to the Iron Age. In the summer term, children continue to develop their knowledge of the chronology of British history in the project Emperors and Empires. This project teaches children about the Roman Empire, its invasion of Britain and Britain's ensuing Romanisation.

In the autumn term of Year B, children resume their learning about British history in the project Invasion. This project teaches children about the Roman withdrawal and the invasion and settlement of the Anglo-Saxons and Vikings. This project concludes at 1066, which meets the guidance from the national curriculum for British history. In the summer term of Year B, children begin their studies of ancient history by studying the overview project Ancient Civilisations. This project enables children to learn about the achievements of the earliest civilisations, including ancient Sumer, the Indus Valley civilisation and ancient Egypt.

Upper Key Stage 2

In the autumn term of Year A, children continue to build their knowledge of ancient civilisations with an in-depth analysis of ancient China in the project Dynamic Dynasties. This project enables children to study the significance and influence of ancient China and its prowess and advancements in the written word, technology and metalwork. In the summer term, children further study ancient and world history in the project Groundbreaking Greeks. This project enables children to explore life in ancient Greece,

including examining the achievements and influence of ancient Greece on the western world. In the autumn term of Year 5, children study the more complex historical issues of enslavement, colonialism and power in the project Maafa. In this project, children explore a range of African kingdoms, including the Kingdom of Benin, and study Britain's role in the development, perpetuation and abolition of the slave trade. In the summer term of Year 6, children complete their historical studies with the project Britain at War. This project enables children to study the role war has played in Britain's history since 1066, focusing on the First and Second World Wars as crucial turning points in British history.

Our topics reflect history on national and international levels and it is important children see the relevance of this, but we also look at history at a local level, wherever possible inviting members of the local community in to share their thoughts, memories and first-hand accounts. Links are regularly made as to how the events in history have shaped our lives today and what we can learn from this, whether that be at a local, national or international level. Trips and visitors are also encouraged to engage learners and support learning opportunities.

See our EYFS policy for information on how our early years curriculum is delivered.

Inclusion

Teachers set high expectations for all pupils. 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 SEND
- pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, 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 all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

Monitoring arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through committee meetings, school visits and meetings with subject leaders.

Subject leaders monitor the way their subject is taught throughout the school by engaging with the school's monitoring programme. This includes reviewing curriculum plans, learning walks, book sampling/scrutiny and capturing pupil voice. The subject leader also has a responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed every two years by the subject leader. At every review, the policy will be shared with the full Governing Board.

Links with other policies

This policy links to the following policies and procedures:

- EYFS policy
- Assessment policy
- SEND policy and information report
- Equality information and objectives

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