

Vaughan Primary School



History Policy

Date policy last reviewed:	Spring 2025
Date of next review:	Spring 2027

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Statement of intent

At Vaughan, 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:

- Curriculum Policy

2. Roles and responsibilities

The curriculum lead 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 Curriculum Policy and Homework Policy.
- Updating and maintaining this policy.
- Planning, instigating and monitoring history teaching programmes.
- Facilitating the assessment of pupils' work.

The history lead will be responsible for:

- Developing, resourcing and reviewing this policy along with the curriculum lead.
- 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.
- 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.
- Monitoring the progression of teaching and learning
- Celebrating and promoting the history curriculum and the work of pupils throughout the school.

Teachers will be responsible for:

- Contributing to the development of this policy and teaching programmes, with the history lead.
- Delivering the history curriculum, including coordinating activities and resources within their specific areas.
- Assessing and recording pupils' progress
- Providing feedback to parents on pupils' progress at parents' evenings and other meetings.
- Attending and contributing to any INSET days organised by the history lead.

3. Teaching

The history and curriculum lead 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.

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.

Teachers will ensure they make the curriculum accessible to all learners. Where relevant they will support pupils to make connections to their cultural backgrounds, celebrate diversity and any shared languages by making links to their learning.

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.
- Iron Age Britain.
- The Roman Empire.
- The Anglo Saxons and Scots.
- The Vikings to the time of Edward the Confessor.
- The achievements of the earliest civilisations.
- Local history.

- An aspect of British history beyond 1066.
- Ancient Greece.
- A non-European society such as Baghdad c. AD 900.
- Another ancient civilisation.

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.

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. There will be end of term summative data recorded.

The curriculum lead 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.

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

This policy will be reviewed biennially to ensure that it complies with the latest legislation, guidance and best practice by the curriculum and subject leads.

Any changes to the policy will be communicated to all teaching staff.

The next scheduled review date of this policy is Spring 2027.