

Hose Church of England Primary School



History Policy

"Whatever you do, work at it with all your heart" Colossians 3.23.

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Values

We give our children the chance to develop culturally, emotionally, intellectually, socially and spiritually so that they might prosper and flourish in all that they do.

The purpose of our curriculum at Hose Church of England Primary School is to open the door to the world beyond our village for our children. We aspire for our children to leave Hose full of knowledge and wonder for the world they live in and to be ready to take on challenges with confidence and pride. We believe that a high-quality History education should inspire in pupils a curiosity and fascination about the world and its past, equipping them with knowledge and skills to understand the challenges of the present and opportunities for the future. The 2014 National Curriculum for History sets out clear expectations for what should be taught. This policy outlines how History is taught and assessed at our school, in line with the expectations set by [Ofsted](#).

Aims and Objectives

At Hose Church of England Primary School, we aim to offer a balanced and broad curriculum which enables pupils to:

- To develop a coherent understanding of historical events, periods and concepts.
- To cultivate critical thinking and analytical skills through examining different sources of evidence.
- To foster an appreciation of the diversity of human experience and the significance of historical events.
- To encourage respectful and empathetic attitudes towards people from the past and different cultures.
- To provide opportunities for pupils to investigate, interpret and make informed judgments about the past.
- To promote the development of historical skills.

National Curriculum Aims

The National Curriculum (2014) 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.

Curriculum Provision

Our school's History curriculum is designed to be broad, balanced, and engaging. It is carefully planned to ensure progression in knowledge and skills throughout a pupil's time at Hose Church of England Primary School. The Curriculum follows a two-year planning cycle and allows for in-depth exploration of key themes and concepts across our mixed age classes, including continuous provision opportunities in the Early Years Foundation Stage (EYFS). Topics are chosen to ensure they are relevant to the world we live in, reflect the interests and experiences of our pupils, as well as covering the statutory requirements of the National Curriculum.

Key Themes

Golden threads of diversity, settlement, transportation and conflict weave through our curriculum, making links between units and across year groups. Key themes are revisited over time, ensuring the development of deeper understanding of concepts.

Teaching and Learning

- In KS1 and KS2 Geography is taught weekly, alternated in half-term blocks with Geography.
- Lessons are interactive and engaging and utilise a range of teaching methods to meet the needs of learners.
- A variety of primary and secondary sources are incorporated to engage pupils in historical inquiry.
- Children are provided with opportunities for research and collaborative projects to develop historical skills.
- In EYFS, curriculum links have been identified and opportunities for learning about the past and change over time are built into learning opportunities and continuous provision. These can be seen in our EYFS Curriculum Links document.

Equal Opportunities

Each child is recognised as an individual in our learning community and adaptations will always be made to support every child to thrive. We will therefore adapt and ensure that:

- All pupils, including those with SEND, will have access to a broad and balanced History curriculum.
- History is taught in a way that respects and values the diversity of our school community and allows children to learn about life beyond the village's doors.
- Adaptive teaching approaches are utilised in all lessons to provide appropriate levels of support and to ensure all pupils can make progress.

- The curriculum is inclusive and accessible to all pupils, regardless of their background or ability.

Resources and Enrichment

- Ensure access to a range of age-appropriate historical texts, artefacts, and digital resources.
- Collaborate with local museums, historical societies, and experts to enrich pupils' understanding of history.
- Organise themed History days, workshops, and educational visits to enhance learning experiences.

Assessment and Feedback

- Regular formative assessment is used to track pupils' progress in historical knowledge and skills and support adaptive teaching.
 - Feedback will be specific, timely, and actionable. Pupils will be actively involved in responding to feedback and setting targets for improvement.
 - Summative assessments are used at the end of each unit to evaluate learning outcomes and feed forward for future learning.
- ➔ Further information on assessment and feedback can be found in the Marking and Feedback Policy.

Monitoring and Evaluation

The History Subject Leader is responsible for monitoring the quality of teaching and learning in History, as well as the effectiveness of the curriculum implementation. This includes through the use of lesson visits, discussions with pupils and book-looks. Regular reviews of the curriculum ensure that it remains relevant, engaging and continues to fulfil the curriculum aims.

Summary of Expectations from Ofsted

- Be well-structured, sequenced, and scaffolded to ensure progression in historical knowledge and skills.
- Promote active engagement, critical thinking, and independent inquiry among pupils.
- Foster inclusive learning environments that celebrate diversity and promote understanding of different historical perspectives.
- Embed assessment practices that inform teaching, support pupil progress, and demonstrate achievement and attainment.