



Trinity St Mary's Church of England Primary School

History Policy

Summer Term 2025

"Many Hearts Make A School"



History Policy

1. Introduction

Learning about history offers the children the opportunity to:

- gain an understanding of the past, with relation to themselves, their families, community and the wider world
- consider how the past influences the present

This policy should be referred to in conjunction with the policies on teaching and learning, assessment, marking and SEND. It is the responsibility of all teaching staff to implement this policy.

2. Aims

The aims of history teaching at our school have been revised in line with the National Curriculum 2014. Our aims for children are that they:

- Know and understand history 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
- Have a programme of work that is suitably differentiated to meet the needs of all children
- Produce work that is varied and challenging
- Develop a sense of chronological understanding, relating to major historical periods, events and people
- Have access to a range of sources of information to aid their development of historical enquiry
- Identify different ways in which the past is represented
- Have an interest in the past and to develop an understanding that enables them to enjoy all that history has to offer
- Develop skills of enquiry, investigation, analysis, evaluation and presentation

3. Teaching and Learning

All class teachers have the freedom to develop their teaching of history in a way that suits their class. This may include a variety of teaching and learning opportunities, such as: whole class teaching, group work, cross-curricular writing, research, drama, debates, use of film clips and computing resources, comparing and describing artefacts, using sources to make deductions about life in the past, visiting museums and taking part in workshops, design and technology (including cooking), use of timelines, art, dressing up and reading historical fiction.

4. Differentiation

- Differentiation can be provided in a number of ways: by outcome, by adult support provided, by differentiating resources, by differentiating through planning.
- Teachers differentiate in the way in which is considered most appropriate for the child, group or objective being taught.

5. Equal Opportunities

Where children have a physical disability or have SEND, we aim to provide resources and learning experiences that will support their learning in history. We do this by setting suitable learning challenges, responding to each child's different needs and providing learning opportunities that enable all pupils to make progress.

6. Assessment, Recording and Reporting

Class teachers assess children's work in history by making informal judgements as they observe them during each history lesson. All work in books is marked in accordance with the school policy. Each term the teacher makes a summary judgement about the work of each pupil in relation to the National Curriculum attainment guidance.

7. Role of Governors

Governors determine, support, monitor and review the school policies. They support the use of appropriate teaching strategies by allocating resources effectively. They ensure that the building and equipment are safe. They monitor pupil attainment across the school and ensure that staff development and performance management promote good quality teaching.

8. Resources

History resources are stored centrally or in the classroom in which they are most regularly used.

9. Curriculum Overview

History is taught as a discrete subject or with a cross curricular approach where suitable. Themes and objectives are reviewed and monitored regularly by the teaching staff.

Long term curriculum maps have been produced using guidance from the National Curriculum 2014 and the statutory themes have been allocated suitably for each year group. More detail can be found in the curriculum map documents.

History is taught in the Reception class when opportunities occur as part of the themed work covered during the year. History makes a contribution to the Foundation Stage Profile objectives of developing a child's knowledge and understanding of the world.

10. Evaluation and Review

This policy has been agreed by staff and governors in the summer term of 2025 and will be reviewed in the summer term of 2028.

Agreed by the Curriculum Committee on behalf of the governing body:

Chair of the Curriculum Committee:

Date:

To be reviewed summer term 2028