History Policy

Intent Statement

At Primet Primary School, we aspire for all pupils to become confident, resilient and ambitious learners who are well prepared for life beyond school. Through our values of **Aspire, Respect and Together**, we encourage children to explore the past, value diverse perspectives and understand how historical events have shaped the world around them.

Our history curriculum develops pupils' knowledge of Britain's past and that of the wider world through a coherent, chronological journey of learning. Through enquiry, investigation and critical thinking, pupils learn to ask questions, evaluate evidence, consider different interpretations and make meaningful connections between the past and present. By studying history, children develop a stronger sense of identity, cultural understanding and respect for others.

Aims and Principles

History at Primet Primary School is designed to develop pupils' knowledge and understanding of Britain's past and that of the wider world. Through the study of history, pupils develop curiosity about the past, an understanding of chronology and an appreciation of how historical events have shaped modern society.

We aim for all pupils to:

• Develop a secure chronological understanding of significant events, people and periods in British and world history.

• Build substantive knowledge of past societies, civilisations and significant individuals.

• Understand and use key historical concepts, including continuity and change, cause and consequence, similarity and difference, and historical significance.

• Develop disciplinary knowledge by asking questions, examining sources, analysing evidence and considering different interpretations of the past.

• Use and apply historical vocabulary accurately to discuss, explain and write about the past.

• Make meaningful connections between local, national and global history.

• Become curious, reflective and critical thinkers who can form supported historical arguments.

• Develop respect for different cultures, beliefs and experiences through the study of diverse histories.

Procedures and Practice

History is taught through a progressive curriculum which develops both substantive and disciplinary knowledge from EYFS to Year 6. Learning is carefully sequenced to help pupils build a secure understanding of chronology while revisiting and deepening previously taught knowledge.

Pupils develop historical understanding through enquiry, the study of sources and artefacts, discussion, storytelling, visits, workshops and the exploration of local history. Historical vocabulary is explicitly taught, modelled and revisited to support pupils in communicating their understanding with increasing accuracy and confidence.

Teaching is adapted to ensure all pupils, including those with SEND, EAL and disadvantaged pupils, can access and succeed in history. A clear progression of knowledge, skills and vocabulary is outlined within the History Curriculum Map.

Oracy

Oracy is an integral part of history learning. Pupils are encouraged to use and apply historical vocabulary through discussion, questioning, reasoning and debate. Through historical enquiry and the exploration of different sources and interpretations, children develop the confidence to explain their thinking, justify opinions and communicate historical understanding using precise subject-specific language.

Roles and Responsibilities

The History Subject Leader works alongside the Senior Leadership Team to ensure high-quality teaching and learning across the school. This includes supporting curriculum development, monitoring standards, providing guidance and resources for staff, and identifying priorities for improvement.

The Subject Leader monitors the quality of history through activities such as reviewing planning, pupil work and assessment information, alongside pupil voice and other monitoring activities. Findings are used to inform curriculum development, staff training and action planning.

Assessment

Assessment is ongoing and informs future teaching and learning. Teachers assess pupils' historical knowledge, understanding and skills through observation, discussion, questioning and the review of work.

Assessment considers both substantive knowledge, such as historical events, people and periods, and disciplinary knowledge, including historical enquiry, interpretation and the use of evidence. Outcomes are recorded and monitored in line with the school's assessment procedures.

Monitoring and Evaluation

The quality of history is monitored through a range of activities, including lesson visits, work scrutiny, pupil voice and curriculum review. Assessment information and monitoring outcomes are used to evaluate the effectiveness of the curriculum and identify priorities for further development.

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