



Chapel End Primary School  
History policy

## **'Mission Statement.'**

**We aim to provide our children  
with the highest possible standard  
of education, through quality  
teaching and learning, in a happy  
caring environment.**

**We will do the best WE can to enable our children to do the  
best THEY can.**

This policy was approved by:	Full Governors
Date	Autumn 2024-2025
Review Date	Autumn 2026-2027

## **Intent**

At Chapel End Primary School, we aim to stimulate our children's curiosity about the past. We use their spark of enthusiasm to ignite a curriculum which aspires to provide opportunities in asking questions and exploring the why, how, who and when of historical events people and places. We begin with local history and expand to places far and wide, all of the time, developing our children's respect and tolerance of different cultures around the world. By studying significant people and events of the past, we endeavour to inspire our children to have aspirations on a global scale. Our teaching and learning approach, incorporates open questions and opportunities for research with the aim of developing young, independent and resilient historians. Through learning about events in history, we aim to support our children in holding hands with the past as they move into the future as responsible global citizens.

*We will do the best WE can to enable our children to do the best THEY can.*

## **Aims and objectives:**

The aims and objectives of learning history in primary school are:

- to foster an interest and enthusiasm in learning about the past;
- to introduce young children to local, British and global history in a way that is varied, enjoyable and fun;
- to help children develop their awareness of cultural differences in other countries as well as the impact of significant individuals in history, including women;
- to develop their speaking and listening skills as well as the confidence to ask questions;
- to provide pupils with opportunities for independent research in order that they are able to answer the questions they pose.

## **Implementation**

### **The Curriculum**

- At Chapel End Primary School, we use a Curriculum overview constructed from National Curriculum objectives to ensure topics are curriculum compliant and delivered in chronological order from Year 3 to Year 6.
- Knowledge, skills and vocabulary are planned across Years 1 to 6 to ensure that there is effective progression, challenge and differentiation.
- In the Summer term an additional local history unit is also delivered in Years 3-6, enhancing the children's knowledge of where they live.
- Pupils are taught to use I.C.T, as well as other primary and secondary sources, to research the past and to answer questions.
- The design of the curriculum allows for effective links with other subjects, particularly English and geography.
- The history curriculum also celebrates the impact of significant individuals, including women and people/communities of different race and culture.
- The British values of respect and tolerance are threaded throughout the curriculum.

### **Organisation**

- History takes place every other half term in rotation with Geography.
- When a History unit is being covered it is taught for 1 hour each week in Years 1 to 6.
- Children record their learning in their History book. In Key Stage 2 they have 2 books as they complete their learning journey. Book 1 in Years 1 and 2; book 2 in Years 3 and 4 and book 3 in Years 5 and 6
- Each unit of work begins with a knowledge organiser which details: vocabulary, skills and key knowledge.
- The first lesson of every unit focuses on placing the period that is to be studied on a timeline in relation to topics that have been taught in previous years. This continually supports children's chronological understanding as the move up through the school.
- The final lesson in each topic gives the opportunity for children to show how much they have learned in an open ended task often comparing the unit that they have just studied to ones that they have studied in previous year groups.

## **Planning**

- Teachers plan using the wealth of resources we are fortunate to have in school as well as planning websites such as 'PlanBee'
- Teachers use their curriculum overview, skills progression, vocabulary progression, knowledge of their cohort and areas that interest them personally to plan lessons that are fun, relevant and inspirational.
- Basic skills are incorporated into lessons but do not override the historical focus of any session.
- 'Hands on' tasks are provided with photographic evidence being used if children do not record using written work.
- Staff choose which activities best suit the needs of their class. They also choose the level of support individuals may need.

## **Teaching and Learning**

- Lessons are delivered using a variety of approaches including role play, videos, stories, quizzes, written and 'hands on' activities.
- Every lesson must contain opportunities for children to use their speaking and listening skills.
- Pupils are encouraged to ask questions about the past and find answers through independent research.
- Lessons will give children opportunities to apply their basic skills in reading, writing and Maths.
- Lessons will develop children's ability to use historical enquiry in order to find out about the past.

## **Assessment and feedback**

- Children's attainment and progress is assessed in each lesson.
- Staff use individual knowledge organisers to highlight when a child has achieved an objective.
- Written work will receive the appropriate following feedback:
  - Child asked to correct a mistake in a coloured pen.
  - Child challenged with an extension question linked to what they have learned and supported by blooms taxonomy.
  - Knowledge organiser highlighted.
  - An indication as to how much support has been given to the child in relation to writing.

## **Monitoring**

- Progress and achievement in history will be monitored in the following ways:
  - Autumn Term: Knowledge organiser review and data analysis and book scrutiny
  - Spring Term: Knowledge organiser review and data analysis and pupil interviews
  - Summer Term: Knowledge organiser review and data analysis

## **Roles and responsibilities**

### **Pupils**

- It is the role of every pupil to engage with every lesson and '*DO THE BEST THEY CAN*'
- Children are responsible for presenting work to the highest standards possible.
- Children are responsible for responding to teacher feedback.

### **Teachers**

- Use the wealth of resources, including those online to challenge their current class.
- Continue develop and broaden their own subject knowledge.
- Deliver lessons that are fun and offer a wide range of teaching and learning approaches such as: role play, videos, stories, quizzes, 'hands on' and written activities.
- Provide children with opportunities to develop their speaking and listening skills.
- Assess work and provide feedback that supports the development of learning.
- Review knowledge organisers to ascertain the attainment and progress of each child within their class.
- Seek out CPD opportunities to improve their own subject knowledge.
- Report back to the co-ordinator, particularly regarding the need for additional resources.
- Use display opportunities to celebrate the children's history work.

- Subject Leader

- Create a subject intent statement with the staff.
- Write the history policy and update it every 2 years.
- Ensure that knowledge, skills and vocabulary are progressive across the Key Stage 2.
- Ensure that links are made with other curriculum areas.
- Monitor the progress and attainment of children in history.
- Support teaching staff in accelerating the learning of children identified in the monitoring process.
- Organise enrichment activities linked to history.
- Create knowledge organiser templates for each unit of work.
- Report to Governors regarding the teaching and learning of history at Chapel End Primary School.
- Use a yearly budget for history to ensure that resources are in place to allow for the effective delivery of the curriculum.
- Research new developments in history and adapt the curriculum accordingly.

Head teacher

- To ensure that the subject leader is undertaking their duties.
- To monitor attainment and progress and use this to plan the overall direction of the subject with the subject leader.
- To provide the subject leader with CPD to ensure that they are capable in their role.

Governors

- Receive annual reviews relating to the subject from the subject leader.
- Monitor that the Head teacher and subject leader are carrying out their duties effectively.

## Impact

By completing the history curriculum at Chapel End Primary School children will have developed:

- The fundamental skills in learning about the past, which will help them as they move into secondary education.
- Confidence when using speaking and listening skills.
- Independence and resilience.
- A curiosity of the past and the ability to **ask** relevant questions
- Research skills to **answer** who, when, what and why questions.
- Respect and tolerance for significant individuals in history, including women and those from different cultures.
- A knowledge of the history in the local area and the impact it has today.