**Vine Tree Primary**

Primary History Policy

Last updated: 9 January 2025

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## **Intent, implementation and impact.**

At **Vine Tree Primary**, we believe that, through the study of history, children make sense of their world and enrich their understanding of it.

Our intent is to:

* Provide a high-quality, broad and balanced history curriculum which allows them to compare and contrast different periods of history, civilisations and people.
* We aim to ensure the children understand the causes and consequences that tell us where we come from and why our society is where it is today.
* Understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.
* Provide opportunities for pupils to develop skills of enquiry, research, investigation and analysis.
* We will develop the golden threads of civilisation, trade, legacy, monarchy and invasion/conflict.
* Through studies in History we aim to develop the children’s cultural capital awareness within and beyond the boundaries of Crewe.

We will implement the History curriculum through:

* Active learning, wherever possible, using the strategies of:
1. Interpreting primary and secondary sources as sources of evidence.
2. Debate
3. Research
4. Drama
5. Hot seating
6. Active listening
7. Questioning and reasoning.
8. The presentation of evidence through classroom presentations and the use of technology.
* Children may work in groups or independently for elements of lessons.
* Whole class plenaries will help summarise and secure knowledge.
* Lessons will begin with ‘link it’ questions to secure prior knowledge.

We believe the impact will be:

* Children who are confident in the skills of research, debate, reasoning and problem solving.
* Children are aware of their role in the world, secure in the understanding of where they came from and why society is as it is.
* They will understand that history is a series of movements and events that drive human innovation and progress.
1. **Legal frameworks**

We deliver the requirements of the Early Years Framework (DfE (2024) Early years foundation stage statutory framework for group and school-based providers.)

We deliver the requirements of the National Curriculum for History (DfE (2013) National Curriculum in England: History Programmes of Study.)

# Roles and responsibilities

* 1. The **history leader** will be responsible for:
* Developing, resourcing and reviewing this policy.
* Supporting staff to deliver stimulating and engaging units of work for history.
* Liaising with colleagues, including the SENCO, to adapt teaching programmes in accordance with the needs of individual pupils.
* Working with other staff to teach the subject content.
* Develop a directory to keep staff informed of visits and resources pertinent to their units of study.
* Ensuring children are assessed through practical activities that demonstrate their understanding of taught essential knowledge.
* Signposting external CPD.
* Providing guidance, including INSET training to staff, as part of their ongoing professional development.
* Keeping up-to-date with current affairs and best practice regarding history
* Celebrating and promoting the history curriculum and the work of pupils throughout the school.
* Keeping apprised on current affairs and best practice on their history curriculum, and applying this to their schemes of work
	1. Staff teaching history will be responsible for:
* Contributing to the development of the school’s chosen teaching scheme, with the **history leader**.
* Supporting leaders in developing schemes of work and lesson plans in line with this policy and the objectives of the history curriculum.
* Contribute to the celebration of History, including theme days and assemblies.
* Work with the **history leader** to assess pupil progress.
* Providing feedback to parents on pupils’ progress at parents’ evenings and other meetings.
* Attending and contributing to INSET days/CPD organised by the **history leader**.

# Curriculum

* 1. The aims of the history curriculum are to ensure pupils:
* Know and understand the impact of UK historical events on world history.
* 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’.
* Know the historical concepts, known as the ‘golden threads’: monarchy, trade, civilisation, legacy, invasion/conflict.
* Understand that the ‘golden threads’ are evident throughout our history curriculum, linking units of work.
* 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.

**EYFS**

Understanding the world. (Past and present, People, Culture and communities**.)**

1. Pupils will:
* Comment on images of familiar situation in the past.
* Compare and contrast characters from stories, including figures from the past**.**
* Talk about the lives of people around them and their roles in society.
* Know some similarities and differences between things in the past and now, drawing on their own experiences and what has been read in class.
* Understand the past through settings, characters and events encountered in books read in class and storytelling.

**KS1**

* 1. 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.
* Significant historical events, people and places in their own locality.

**KS2**

* 1. Pupils will be taught about:
* In relation to Britain; the Stone Age to the Iron Age, the Roman Empire, the Anglo Saxons and Scots, the Vikings to the time of Edward the Confessor.
* The earliest civilisations.
* Studies on local history, an aspect of British history beyond 1066, Ancient Greece, a non-European society such as Baghdad c. AD 900 and another ancient civilisation.

# Assessment

* 1. Assessment in history will be undertaken as part of a broader evaluation of pupil progress measured against intended knowledge and skills of the taught unit.
	2. The **history leader** will ensure that assessment:
* Is embedded as an essential part of teaching and learning to inform future planning.
* Involves sharing intended outcomes.
* Reflects the knowledge and skills of the taught unit.
* Involves pupils in peer and self-assessment.
* Provides subject-specific feedback which leads pupils to recognising their next steps and how to take them.
1. **Adaptive Learning**
	1. The school recognises the fact that in all history classes there are pupils of a variety of abilities, however, all children will work towards the same objective in lessons with work being adapted to ensure all children achieve the end points, for example, written or picture representations of work.

# Monitoring and review

* 1. The **history leader** will review and evaluate the history work within the school at least twice a year and report to the **headteacher.**
	2. This policy will be reviewed **at least every three years,** (or sooner in response to statutory changes**)** to ensure that it complies with the latest legislation, guidance and best practice.
	3. The next scheduled review date of this policy is January 2028.