



Headteacher

T Blackwell B.Ed (Hons)

Hartington C of E Primary School

“Caring & sharing as part of God’s family”

“Loving our neighbour as we love ourselves” - Luke 10:27

History Curriculum Policy

Hartington C of E Primary School

Written: December 2023 Reviewed

December 2025

To be reviewed September 2027

The Importance of History in Primary Schools

“Studying history helps children to understand their place in the world, and in the long story of human development. And it challenges them to make sense of the similarities and differences in human experiences across time and place.” **Amanda Spielman, Ofsted’s Chief Inspector**

Intent

At Hartington C of E Primary School, we understand that History fires pupils’ curiosity to ask questions and know more about Britain’s past and that of the wider world. In History, we aim to provide high-quality, engaging and enjoyable lessons to enable the children to develop a coherent knowledge and understanding of the past so that they can understand the present and the future. Through our curriculum framework, it is our intent to help develop chronological understanding by linking current learning to previous learning and to make sense of the new knowledge that they acquire, whilst also making reference and links to the school’s vision and Christian ethos.

We long to develop a love for history by providing the children with the crucial skills of enquiry, critical analysis and the process of change to develop prospective and judgement. Therefore, we provide the children with a variety of sources to explore historically valid questions, hypotheses and make valid inferences.

We aspire to nurture the children to develop a sense of their own identity and understand the challenges of their time.

Objectives

The objectives of teaching history in our school are to enable children to:

- To help pupils develop historical knowledge and understanding;
- To introduce pupils to historical enquiry through studying historical evidence asking questions and problem solving;
- To help pupils develop a sense of chronology and appreciation of past events;
- To help pupils interpret history using a variety of sources;
- To give understanding that the society in which pupils live has been shaped by past developments;
- To develop an appreciation of the need for both continuity and change;
- To develop the ability to communicate historical knowledge in oral, written and visual forms using appropriate vocabulary and techniques;
- To develop an understanding of cause and effect.

Implementation

At Hartington C of E Primary School, we use progression grids to ensure there is clear skills, knowledge and vocabulary progression throughout school. Our curriculum is taught on a three-year cycle

(Year A, Year B and Year C) and within phases (Years 1/2/3 and Years 4/5/6). Substantive and disciplinary concepts are revisited across the year groups and through different themes. Where appropriate we use historical artefacts, visitors, workshops and visits to excite our children and

provide a variety of approaches to enable them to find out more about events and people from the past. We use assessment for learning to help to plan for next steps.

Subject co-ordinators are given regular time to ensure resources are kept up to date, to monitor subject across the school, create action plans and to provide subject feedback to SLT as appropriate. Foundation subjects are assessed at the end of each year stating whether children are working towards, at or exceeding age-related expectations.

Foundation Stage (EYFS)

In the Foundation Stage, History is taught under the heading 'Understanding the World.' This covers the subjects Geography, Science, DT, History, RE and ICT. This is a major area of learning and enquiry, focusing on Children's developing knowledge and understanding of their environment, the world around them, other people and features of the natural and man-made world. It provides a foundation of historical, geographical, scientific and technological learning. History mainly falls under the sub-category, 'People and Communities.' Children in the Early Years of development are encouraged to talk about their own past experiences and those of people who are familiar to them. They are encouraged to recall and talk about significant events in their own lives, recognising and describing special times or events for family and friends. By the end of the Foundation Stage our children work towards achieving the Early Learning Goal in 'People & Communities.' Children reaching this benchmark are expected to talk about past and present events in their own lives and in the lives of family members in more depth. They can also describe some similarities and differences between themselves and others, families, communities and traditions. We teach history as an integral part of the topic work through child-initiated and adult-led activities.

Key Stage 1

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Pupils should be taught about:

- Changes within living memory.
- Events beyond living memory that are significant nationally or globally
- 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.

Key Stage 2

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

Pupils should be taught about:

- Changes in Britain from the Stone Age to the Iron Age
- The Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- A local history study
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- A non-European society that provides contrasts with British history –Mayan civilization c. AD 900.

Inclusion and Equal Opportunities:

All pupils are entitled to access the History Curriculum regardless of race, creed, ability or gender. They must have regular access to history appropriate to their age, ability and stage of development. We strive to meet the needs of pupils with special educational needs, those with disabilities, and who show a particular gift and talent.

Impact

Through the high quality first teaching of History taking place, we will see the impact of the subject in different ways e.g. through books, assessments and pupil voice.

Work will show that a range of themes are being covered, concepts are revisited, and cross curricular links are made where possible.

Assessment and Monitoring

Teachers assess history in line with the assessment and marking policies of the school. We use assessment as an integral part of our teaching process and use it to inform future planning and to facilitate differentiation. Teachers will make a termly assessment of children's progress against the

skills required for their own year group. This is reported to parents annually. Assessment is on-going to check the pupils' understanding of the topic and ensure progress is being made. Monitoring takes place regularly to ensure coverage, progression and continuity throughout the school. This is done through sampling children's work, teacher planning and talking to staff and pupils. Pupils' historical work is regularly displayed throughout the school and lesson observations are used to provide support to other members of staff and as part of professional development. In the Foundation Stage assessments are made under the main heading of 'Understanding the World.' Assessments are mainly made through observation and questioning.

Role of Teachers:

Teachers at Hartington C of E Primary School will:

- Plan and deliver the History curriculum following the guidelines in this document.
- Follow the History Programmes of Study as laid down in discrete planning documents.
- Undertake CPD as recommended by the History Coordinator.
- Look after the resources and keep History areas neat, safe and accessible.
- Ensure, where appropriate, work is displayed in an informative and stimulating way.
- Consider and minimise risks for all activities and systematically teach pupils to take responsibility for determining the risks to themselves and others.
- Notify the co-ordinator of any extra resources required, of any breakages or losses that occur and of any new materials, books, DVDs etc. that might prove useful.

Role of a Subject Coordinator:

- Monitoring the teaching and learning of History through scrutinising children's work, taking to children, observing lessons, monitoring planning and giving feedback.
- Managing the History budget.
- Evaluating resources.
- Ensuring shared resources are in order, are accessible and relevant to topics.
- Reviewing policy statements and schemes of work.
- Auditing staff needs.
- Attend appropriate CPD and being informed about current developments in History and disseminating these to staff. Review and evaluate the action plan, budget and planning annually.

Review Date

The Hartington C of E Primary School History Policy is to be reviewed every two years by the History Coordinator.

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Next Review September 2027



Derbyshire Healthy
Schools Community
Award

