

History Policy

Gascoigne Primary School



[article 28](#) (right to education)

Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

[article 29](#) (goals of education)

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

[article 31](#) (leisure, play and culture)

Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

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1. Purpose of the policy

This policy outlines the approach and expectations for the teaching and learning of History at Gascoigne Primary School. It is designed to meet the requirements of the 2014 National Curriculum in England and align with the expectations of all stakeholders, including staff, governors, parents and pupils.

The purpose of this policy is to:

- Set out a framework for all teaching and non-teaching staff, giving guidance on planning, teaching and assessment.
- Demonstrate adherence to the National Curriculum objectives and guidelines.
- Provide clear information to parents and carers about what their children will be taught.
- Allow the governing board to monitor the curriculum.
- Provide Ofsted inspectors with evidence of curriculum planning and implementation.

2. Subject vision

At Gascoigne Primary School, we believe that the teaching of history should focus on stimulating a genuine love and curiosity for Britain's past and the wider world. Throughout their learning, children are encouraged to think like historians, fostering coherent knowledge and understanding of the past and the wider world.

Here at Gascoigne, we provide our children with a deeper understanding of chronology and the impact of different time periods on our society today. Children have the opportunity to study significant individuals, various civilisations, and empires from the past. This approach enables children to develop a more complex understanding of people's lives and the multicultural society they currently live within. Through the teaching of history, we aim to instill in each child the ability to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgment. This, in turn, helps them develop the skills of enquiry, analysis, interpretation, and problem-solving.

3. Aims and outcomes

The aims of history in our school are:

- To know and understand how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.
- To know and understand significant aspects of wider world history: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.
- To gain and deploy a historically grounded understanding of terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- To 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
- To 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.

4. Teaching and learning

At Gascoigne Primary School, we understand the importance of children thinking critically and developing an understanding of various perspectives within historical topics. Children are provided with opportunities to explore a range of both primary and secondary resources to help them develop various historical methods to learn about the past. Throughout their school life, both key stages have opportunities to experience history outside of the classroom, whether through educational visits to local areas in Barking or trips to topic related museums in Central London.

Here at Gascoigne, we focus on helping children understand that historical events can be interpreted in different ways. We encourage children to ask perceptive questions such as 'how do we know?', 'what does this tell us?', and 'what if?' By asking these questions, children not only think like historians but also develop speaking and listening skills.

During history lessons, children are encouraged to develop their understanding through the following activities:

- Whole-class teaching
- Group discussions
- Handling and reviewing historical artifacts
- Examining historical photographs
- Role play
- Opportunities for outdoor learning in school.

5. Curriculum overview

Here at Gascoigne Primary School, pupils will follow a history curriculum that gradually develops learning, knowledge and skills that enable each pupil to enquire, research and analyse. Pupils are provided with a coherent understanding of Britain's history, as well as that of the wider world, and the chronology that underpins both.

5.1 Key Stage (KS) 1

In Key Stage 1 we focus on developing children's awareness of the past, using common words and phrases relating to the passage of time. Children 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.

In KS1, children 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.
- Show understanding some of the ways in which we find out about the past and identify different ways in which it is represented.

Pupils will be taught about:

- Events beyond living memory that are significant nationally or globally. For example, the in Year 2, children are taught about the Great Fire of London.
- 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 (Barking).

5.2 Key Stage (KS) 2

In Key Stage 2, children 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. Additionally, they should regularly address and sometimes devise historically valid questions about change, cause, similarity, difference, and significance. Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information. Furthermore, they should understand how our knowledge of the past is constructed from a range of sources.

Pupils will 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 achievements of the earliest civilizations
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (e.g. The Victorians, World War II)
- Significant individuals such as Galileo Galilei, Sir Isaac Newton, and Charles Darwin
- A non-European society that provides contrasts with British history – Ancient Egypt, Ancient Benin

The topics we teach in history are outlined in the programmes of study/curriculum map for history (see section 5.3). Detail of programmes of study/curriculum maps can also be found:

<https://www.gascoigneprimaryschool.co.uk/page/?title=History&pid=54>

5.3 Programmes of study

Please find an overview of topics taught in each year group:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1		Changes in Living Memory: Toys and Leisure. Timelines / Similarities +diffs			Studying individuals: Local/National/ Global - Hart/Moore/Seacole/Parks	
Year 2		Events beyond Living Memory: <i>Great Plague</i> + <i>Great Fire of London</i>	Sig Individuals: Ford Dagenham Machinists - (protests)			
Year 3		Changes in Britain from the Stone Age to the Iron Age			The Roman Empire: Colonisation and its impact on Britain	
Year 4	Britain's settlement and the Anglo Saxons	The Vikings				
Year 5		Changes in work and education: The Victorians			Local History: The Barking Fishing Industry	Ancient Egypt
Year 6		Social Change: World War 2 - The Home Front	Ancient Benin			

6. Cross-curricular links

Pupils' learning in history is linked across various areas subjects taught:

- > **Computing:** The use of computing for both discovering and presenting historical data.
- > **Literacy:** The children are able to develop upon their reading and language skills through reading a variety of texts linked to the children's history topics.
- > **Maths:** The application of numerical skills through historical research and inquiry.
- > **Geography:** Enhancement of geographical knowledge when exploring past events in different locations.
- > **Art and Technology:** Examination of art, music, and technology from the past as sources of evidence.
- > **PSHE:** Citizenship development through moral, social, and cultural aspects, emphasising our commitment as a 'Rights Respecting School.'

7. Assessment and recording

7.1 Assessment

Teachers assess children's work in history by making informal judgements during their learning in lessons.

Formative assessment

Formative history assessment is ongoing and will be used to inform teachers in relation to their planning, lesson activities and differentiated tasks.

Pupils are continuously assessed on the following forms of formative assessment:

- Book work
- Class discussions and group work
- Pupil voice
- Display work
- Home learning

Marking

Children receive regular feedback in line with the school's marking policy.

Summative assessment

In-school summative assessment is conducted termly through an in-school tracking spreadsheet. Here, teachers are expected to make judgments on whether children have successfully achieved the national curriculum strands specific to the topics taught. The outcomes are utilised by class teachers and the subject leader to identify gaps and misunderstandings, monitor the performance of pupil cohorts, pinpoint areas where interventions may be required, and collaborate with teachers to ensure that pupils are supported in achieving good progress and attainment. Pupils receive feedback on how they can address their next steps in learning.

7.2 Recording

In history, pupils will record their learning in their humanities books.

Recorded learning may take the form of a written outcome, photographs, role play or group work.

8. Resources

8.1 Textbooks and other equipment

There are sufficient resources for all history units taught in the school. Teachers are provided with access to a topic specific resources such as artefacts, pictures, website links and topic related books when planning and teaching. The library contains a good supply of topic books and access to the internet to support children's individual research.

8.2 External speakers, local museums, trips

At Gascoigne Primary School, we believe in providing our pupils with a diverse range of learning opportunities, including experiences beyond the classroom. For specific topics, external visitors and topic-related workshops contribute to building an engaging curriculum for our pupils. Additionally, for certain topics, our children have opportunities to visit local and Central London museums to enhance their knowledge and engagement. For example, to deepen their understanding of the 'Ancient Egypt' topic, Year 5 students visit the British Museum to explore its Ancient Egyptian exhibition.

9. Roles and responsibilities

9.1 Headteacher

The headteacher at our school will:

- Support the subject leader but also hold them to account for the effectiveness of the subject
- Support staff through the provision of training and resources
- Monitor the planning and delivery of the subject
- Ensure the requirements of the National Curriculum are met
- Ensure this policy is reviewed according to the timescales set out

9.2 Subject leader

The subject leaders at our school will:

- Prepare and review subject policy and curriculum plans
- Promote the study of the subject throughout the school
- Monitor the teaching and assessment of the subject
- Attend appropriate CPD
- Stay informed regarding developments in the study and teaching of the subject
- Evaluate resources
- Provide training and CPD to staff on the subject curriculum and its delivery, and keep them informed about subject developments nationally
- Assess the impact of the subject curriculum on pupils' learning and development
- Make presentations to governors on the subject and how it is being taught

9.3 Link governor

The link governor responsible for history at our school will:

- Monitor the impact of the subject across the school and on pupils
- Monitor teacher workload and professional development
- Ensure subject action plans are suitable
- Monitor the quality of resources
- Keep track of pupil and parent engagement with the subject

- Keep up to date with the curriculum (what's taught, why it's taught, and how it's taught)

9.4 Classroom teacher

Classroom teachers at our school will:

- Ensure lessons are engaging and planned in line with the national curriculum strands
- Teach and assess the subject according to the principles laid out in this policy
- Report to the subject leader
- Maintain subject knowledge and appropriate CPD
- Ensure lessons are engaging and planned in line with the national curriculum strands

9.5 Parents

The parent community at our school will:

- Make sure their children are prepared for learning
- Monitor the completion of homework

10. Inclusion

At Gascogine Primary School, we teach history to all children. History forms part of the school curriculum policy to provide a broad and balanced education to all groups including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with special educational needs (SEN)
- Pupils with English as an additional language (EAL)

Through our history teaching, we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected standards.

In order to ensure that the different learning needs are met in each individual classroom, teachers will ensure that the following things are reviewed:

- Teachers will plan lessons so pupils with SEN and/or disabilities can study history, wherever possible, and ensure that there are no barriers to every pupil achieving.
- Independent tasks are varied and adapted to children's needs.
- Teachers review SEN and EHC plans when planning and resourcing individual lessons. This will ensure all children are provided support in lessons.
- Where children are to participate in activities outside the classroom, for example, a visit to a museum, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

- Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in history lessons.

11. Links to other policies

This subject policy links to the following policies and procedures:

- Curriculum policy
- Assessment policy
- Marking policy
- SEN policy

12. Monitoring and review

The Humanities Subject Leader is responsible for monitoring the standard of children's work and the quality of teaching in history. This is achieved through termly assessments of teacher planning and students' books. Pupil interviews, learning walks, and summative assessments also contribute to subject monitoring, where data and feedback are analysed to identify strengths and areas for development to address in the following term. The Humanities Subject Leader is also responsible for supporting colleagues in the teaching of history. They should stay informed about current developments in the subject and provide leadership and direction for the subject within the school.