



West Byfleet Junior School

History Policy

Statement of intent

At West Byfleet Junior School, we believe that, through the study of history, we can help our pupils make sense of their world and enrich their understanding of it. This policy sets out the framework in which the history curriculum will be taught. Through this curriculum, pupils will understand the similarities and differences between societies and cultures, and the impact of changes on people and places.

Our school aims in history:

- We want children to leave West Byfleet Junior School with a strong chronological understanding of the history of Britain and be able to compare it to other key civilisations through history.
- We want children to think critically and evaluate historical evidence, being able to form their own opinions on key historical events.
- We want children to engage with and be interested in history, and ask deeper questions about key historical events.

This intent is implemented through the planning, delivery and assessment of the history curriculum.

We share a 'one-line rationale' with children which summarises our aims to help the children understand why we learn about history:

"We learn history to gain knowledge of the past and the changes that have been made over time, exploring and using different sources of evidence to support ideas."

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Governor Committee: C and L
Nominated Staff Lead: History Leader

Status: Non- Statutory
Review cycle: Biennial
Date of next review: Summer 2027

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

DfE (2013) 'National curriculum in England: history programmes of study'

DfE (2021) 'The national curriculum in England: Key stages 1 and 2 framework document'

This policy operates in conjunction with the following school policies:

- Teaching and Learning Policy
- Educational Visits and School Trips Policy

2. Roles and responsibilities

The governing board is responsible for:

- Liaising with the headteacher, history leader and teachers with regards to pupil progress and attainment in history education.
- Ensuring the history curriculum is inclusive and accessible to all.

The headteacher is responsible for:

- Ensuring the history curriculum is implemented consistently throughout the school and ensuring any difficulties are addressed and mitigated as soon as possible.
- Receiving reports on the progress and attainment of pupils and reporting these results to the governing board.
- Making any necessary adjustments to the history curriculum where required.
- Keeping up-to-date with any relevant statutory updates and taking action where required.
- Ensuring this policy is created in accordance with the Primary Curriculum Policy and Homework Policy.
- Updating and maintaining this policy.

The history leader will be responsible for:

- Developing, resourcing and reviewing this policy.
- Planning, instigating and monitoring history teaching programmes.
- Liaising with colleagues, including the Inclusion team, to differentiate teaching programmes in accordance with the needs of individual pupils.

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- Working with other staff to teach the subject content.
- Keeping staff informed of visits and courses.
- Facilitating the assessment of pupils' work.
- Keeping up-to-date with current affairs and best practice regarding history.
- Providing guidance, including INSET training to history staff, as part of their ongoing professional development.
- Undertaking the performance reviews of history staff and updating the headteacher.
- Celebrating and promoting the history curriculum and the work of pupils throughout the school.

Staff teaching history will be responsible for:

- Contributing to the development of this policy and teaching programmes, with the history coordinator.
- Developing schemes of work and lesson plans in line with this policy and the objectives of the history curriculum.
- Delivering the history curriculum, including coordinating activities and resources within their specific areas.
- Assessing and recording pupils' progress and keeping the history coordinator apprised of this.
- Providing feedback to parents on pupils' progress at parents' evenings and other meetings.
- Attending and contributing to any INSET days organised by the history coordinator.
- Keeping apprised on current affairs and best practice on their history curriculum, and applying this to their schemes of work.

3. The National Curriculum

The aims of the history curriculum are to ensure pupils:

- Know and understand the history of the UK, and how it shaped the world, as a coherent, chronological narrative, from the earliest times to the present day.
- 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'.

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- Understand historical concepts, such as continuity and change, cause and consequence, similarity, difference and significance, and use these to analyse.
- 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.

Pupils will be taught about:

- Stone Age Britain.
- Bronze Age Britain.
- Iron Age Britain.
- The Roman Empire.
- The Anglo Saxons and Scots.
- The Vikings to the time of Edward the Confessor.
- The Ancient Egyptian civilisation.
- Local history linked to the Tudor period.
- A non-European society such as the Benin Empire c. AD 900.
- An aspect of British history beyond 1066 such as the Victorians.
- A significant turning point in British history such as WWII.
- Ancient Greece.
- A non-European society such as Baghdad c. AD 900.

4. Cross-curricular links

Where possible, the history curriculum will provide opportunities to establish links with other curriculum areas. This includes:

Geography

- Pupils' geographical knowledge is strengthened through their understanding of other countries' history and the natural and cultural aspects that shaped them.

RE

- Pupils' understanding of the history of religions and belief systems is developed, and how they have shaped the values underpinning modern cultures.

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Art

- The history and art curriculum have been designed to complement one another with units placed specifically so children can refer back to prior knowledge to help them. For example, in year 5 there is an artist research lesson about Hans Holbein which will enrich the children's learning of the Tudors in history.

English / Guided Reading

- Pupils' knowledge of their topics will be enriched by reading texts that are chosen specifically to complement units. These will be through a mixture of stories, plays and fact books.

Teaching and assessment

Planning

The statutory national curriculum content from the DfE's 'History programmes of study: key stages 1 and 2', as outlined above, is the starting point for our planning. However, the history leader will be responsible for overseeing the planning, resourcing and monitoring of the school's history programme.

All relevant staff will be briefed on the school's lesson planning procedures as part of staff training.

Throughout the school, history will be taught as a discrete lesson and as part of cross-curricular teaching when appropriate. The statutory national curriculum content from the DfE's 'History programme of study: key stages 1 and 2', as outlined above, is the starting point of their planning. However, this has been mapped out by the history subject leader to ensure coverage and progression is clear. Teachers use the skills progression documents and knowledge organiser as their starting points for planning.

The unit order rationale outlines the units to be taught within each year group and broadly highlights the way the units build on one another. The skills progression outline the skills that will be taught in each unit of work. The curriculum is designed to build skills and knowledge incrementally, therefore it is not expected that units, or the order in which they are taught will change unless explicitly stated by the history subject lead.

Planning and resources are in place for teachers to use year-to-year, saving teachers valuable time and reducing workload pressures. There is room for units to be improved and adapted, but any changes must be discussed with the history subject lead first.

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In line with the school's teaching and learning policy, all lessons will have clear learning objectives, which are shared and reviewed with pupils. Each lesson will start a short revision session, utilising the approaches set out in the teaching and learning policy.

There are pre-prepared resources in the history subject folder in the curriculum drive to support teachers in providing pupils with regular opportunities to recall prior knowledge, but teachers may add to these in order to revise specific elements of children's prior learning. Revision should cover all previous years, not just what has been taught that year. Knowledge organisers are also given to the children to provide opportunities to recall prior learning, whilst also including key information that the children need to know. These outline the key topics and learning that will be taught throughout the unit.

Short-term planning will be used flexibly to reflect the objective of the lesson and the success criteria based on the success of the previous lesson(s), referencing the skills progression and considering pupils' needs.

Teaching

A mixture of whole-class teaching, group work and individual activities will be used. Pupils will be given the opportunity to work independently and collaborate with others. A variety of teaching and learning approaches will be utilised in history lessons. Approaches will be matched to the activity and the needs of the pupils in the class. Special focus will be paid to the teaching of the skills inherent in the entire history curriculum taught at the school. These skills include:

- Making accurate observations.
- Asking and answering questions.
- Effectively using the appropriate equipment for measurement.
- Recognising patterns and identifying relationships.
- Predicting and applying knowledge to differing contexts.
- Analysing and interpreting evidence, and drawing conclusions.

The history programme will be delivered by all history staff in a range of teaching and learning situations, with respect to the needs of individual pupils.

Assessment

Pupils will be assessed and their progression recorded in line with the school's assessment system for foundation subjects. Assessment in history will be based upon pupils' skills, knowledge and understanding.

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Assessment in history will be undertaken as part of a broader evaluation of pupil progress measured against specified assessment criteria.

The history leader will ensure that assessment:

- Is embedded as an essential part of teaching and learning.
- Involves sharing learning objectives and success criteria with pupils.
- Aims to help pupils to know and recognise the standards they are aiming for.
- Involves pupils in peer and self-assessment.
- Provides subject-specific feedback which leads pupils to recognising their next steps and how to take them.
- Involves both teacher and pupils reviewing and reflecting on assessment data.

The skills progressions show what is to be assessed, and assessment grids showing all the objectives are available to teachers, but to sharpen assessment and support teachers in confidently assessing whether a child is working within the expected standard for their age, key objectives have been selected for each year group (above reception, where history is assessed within the seven areas of learning). As key objectives do not cover all of what is taught, pupils meeting the standards set out in the key objectives will have a broader range of knowledge and skills than those being assessed. A school set of exemplifications of each objective is available in the history subject area of the curriculum drive, and these should be used to support teacher judgements and help teachers moderate assessment grades.

A summative grade is provided twice a year. Before February half term, teachers judge whether a child is on track to be at the expected standard for their year group or not, based on the evidence they have gathered so far. This predicted grade is sent to the school admissions and attendance officer, who updates each year group's data on the assessment spreadsheet. This data is shared with the history subject lead, who analyses the data and, when using the data analysis alongside other monitoring evidence, may respond in a number of ways including but not limited to:

- Celebrating the success of a year group and highlighting good practice
- Offering planning support to a year group
- Offering further training for teachers to improve their skills, knowledge and confidence in specific areas of history teaching
- Amending the curriculum

A summative grade is given at the end of the school year, and is passed on to the children's next teacher and phase leader. Again, the history subject leader will analyse the data and may respond as above.

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Parents will be provided with a written report about their child's progress during the summer term every year. Reports will include information on the pupil's effort during history, and whether they have achieved the expected standard for their age group. A written comment may be added to give further context or additional information. Verbal reports will be provided and parent-teacher meetings during autumn and spring terms.

Resources

Pupils will have access to a selection of school-owned equipment or borrowing sources. The school will ensure that all pupils are able to access these resources.

Health and safety

Appropriate risk assessments will be conducted for historical trips – control measures will be implemented to ensure activities can be undertaken safely, for example, handling museum artefacts.

5. Equal opportunities

All pupils will be given equal access to the entire history curriculum, including educational visits.

Where required, pupils with SEND will be provided with additional support in order to fully engage with the history curriculum.

Lessons will be adapted to meet all pupils' needs where appropriate, including being considerate of any pupil's protected characteristics, and alternative arrangements involving extra support will be provided where necessary.

The school aims to provide more academically able pupils with the opportunity to extend their historical studies through extension activities such as problem solving, investigative work and research.

6. Monitoring and review

This policy will be reviewed every two years to ensure that it complies with the latest legislation, guidance and best practice.

Any changes made to this policy will be communicated to all relevant staff.

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7. Appendix

- Unit Overview
- Medium term plans for each unit
- Skills Progression Documents
- Key Objectives for Assessment

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