

Beech Hill Primary School



History Policy

Revision date October 2025

School Vision

'Our vision is to provide each child with the skills, self belief and drive to reach high in life. For the school to be outstanding in all it provides and for Beech Hill to be the heart and soul of the community.'

This document is a statement of the aims and principles for the teaching and learning of History at Beech Hill Primary School.

Rationale

Beech Hill Primary School believes that the teaching of history opens pupils' minds to the past. It gives them a knowledge and understanding of what happened in the past and the skills to interpret events, supported by evidence. Making sense of this knowledge helps them develop an understanding of the world in which they live.

Intent:

The history curriculum at Beech Hill is carefully planned and structured to ensure that current learning is linked to previous learning and that the school's approaches are informed by current pedagogy. Pupils will be taught to think like a historian and to use the vocabulary needed to explain and argue like a historian would.

Topics at Beech Hill are mostly guided by the National Curriculum (2014).

This means pupils at Beech Hill:

- Gain a coherent knowledge and understanding of Britain's past and that of the wider world which helps to stimulate pupils' curiosity to know more about the past;
- Are encouraged to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement;
- Begin to 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.

Implementation:

The key knowledge and skills that children acquire and develop throughout each block have been mapped to ensure progression between year groups throughout the school. In KS2, teachers refer to classroom timelines during topics to develop children's understanding of chronology.

Key knowledge and skills are reviewed by the children and rigorously checked and consolidated by the teacher. By the end of year 6, children have a chronological understanding of British history from the Stone Age to the present day. They are able to draw comparisons and make connections between different time periods and their own lives. Interlinked with this are studies of world history, such as the ancient civilisations of Greece and the Egyptians.

The school's own context is also considered, with opportunities for visits to places of historical interest and learning outside the classroom also identified and embedded in practice. Visits to the local area and use of local artefacts including maps and photographs of bomb damage to the local area in WWII, also support contextualised learning, as well as the acquisition of key knowledge and systematic development of key skills.

Objectives, enquiry questions and key skills are mapped out on Knowledge Organisers. In addition, staff have access to the Keystage History plans and resources. Teachers have access to further guidance from national agencies, including the Historical Association, of which the school is a member.

The history curriculum is designed to ensure appropriate diversity in the significant figures that children learn about e.g. Grace Darling and Scott of the Antarctic. Teachers cater for the varying needs of all learners, differentiating activities where necessary and as appropriate, and ensuring an appropriate level of challenge. Outcomes of work are regularly monitored to ensure that they reflect a sound understanding of the key identified knowledge.

The Early Years Foundation Stage (EYFS) follows the 'Development Matters in the EYFS' guidance which aims for all children in reception to have an 'Understanding of the World; people and communities, the world and technology' by the end of the academic year.

Impact

Outcomes books will evidence a broad and balanced history curriculum and demonstrate the children's acquisition of identified key knowledge. Children will be competent at analytical thinking and questioning and will demonstrate a coherent knowledge and understanding of Britain's past and that of the wider world, in ad

The Role of the History Co-ordinator

As Subject Co-ordinator the person will be responsible for the development, guidance, enthusiasm and promotion of History throughout Beech Hill Primary School.

These responsibilities will include:

- To advise the Head teacher and Governing Body on the future development of History at Beech Hill Primary School.
- To plan, write and keep under review policy documents/guidelines which will incorporate the requirements of the National Curriculum.

- To be responsible for the implementation of the policy documents and to monitor (linked to the schools long term monitoring plan) the development of History throughout the school, with particular regard to continuity, achievement and progression.
- To evaluate continuity, breadth, achievement and progression across the whole school by monitoring the teachers' long-term planning and pupils' work to ensure that appropriate learning outcomes and activities are planned.
- To observe and support in the classroom in the area of History (as time allows).
- To be available to liaise with / advise colleagues in the field of History within the time available.
- Where appropriate, to plan and lead workshops to enable staff to tackle the teaching of History with confidence.
- To control, evaluate and requisition equipment as required for the implementation of policy documents.
- To promote interests and understanding in History with all members of the school.
- To keep up to date with current developments in the field of History in primary education through reading, courses, visits, etc.
- To be aware of and promote appropriate use of computing in the field of History.
- To manage a budget allocated by the Head teacher for this subject and to monitor the usage of resources in the History area.

Record Keeping and Assessment

History based activities and experiences within the **Foundation Stage** will be recorded and assessed using the Foundation Stage Profile. Additionally there are individual profiles of achievements. Notes, work samples and photographs form the basis of both these assessments.

In **KS1** and **KS2** pupil information is recorded on assessment sheets linked to skills. Each class teacher will complete these termly to record progression in learning. See school assessment policy for further details.

Teacher will also add information about the areas they have taught in history to a scheme of work overview. This is divided into the National Curriculum objectives with space for teachers to add which of these objectives their different topics have covered.

Work samples and photographic evidence may be kept to contribute to individual records of achievements.

Parents are informed of their child's progress in the end of year academic reports.

Parents are informed of history topics through the termly class newsletter and should be encouraged to come on visits to support their children. Parents and members of the wider community should, where appropriate, be encouraged to come into school to talk about their memories and lend / contribute artefacts.

Equal Opportunities

Knowledge, skills and understanding need to be taught in ways that suit pupils' abilities, to include pupils with special needs and to be challenging for the most able. All children should be encouraged to raise questions on their own and decide what they would like to find out.

SEN

The delivery of the History curriculum should be differentiated to assist children's learning in terms of:

- learning outcomes
- tasks
- teaching methods
- resources

Tasks can be broken down into small steps, giving children achievable goals. Activities should reinforce children's understanding of the subject. The more able children should be given open-ended tasks and opportunities for further research and more challenging study.

School Cohesion

Where appropriate, links should be made in History lessons to help children learn about and understand how the local, regional, national and international community in which they live has changed and developed into the global community in which we all now live. Parents and members of the wider community should, where appropriate, be encouraged to come into school to talk about their memories and lend / contribute artefacts. There are opportunities for parents to join us on school trips.

Health and Safety

Health and safety regulations in class-based lessons apply as for any other subject.

Visitors to the school whom intend to participate in History activities with the pupils will be supervised at all times and lessons planned for in advance.

Risk assessments will be completed for visits outside of school premises.

Parents must complete EV7 forms before any child is allowed to go on a trip.

Culture, sport and play activities provide "things to do, places to go" for children and young people, but they also have an important role to play in delivering the Change for Children programme by contributing to the achievement of the five outcomes, all of which can be studied through History, especially since History days have been introduced as part of Discovery Week. This enables children to enjoy practical history. Meanwhile, studying the past of their local area makes a positive contribution by helping children to understand their local environment and becoming involved in caring for it.

Pupil performance and well-being go hand in hand. Pupils can't learn if they don't feel safe or if health problems are allowed to create barriers. And doing well in education is the most effective route for young people out of poverty and disaffection.

Resources

Resources for the teaching of History are kept centrally in the Resource area. Resources are in labelled boxes which can be borrowed as required and returned to the correct shelf. They include books, worksheets, videos, posters and artefacts. Museums are also happy to lend resources.

Visits

We are fortunate to be able to visit some excellent sites within the local area. Where possible visits should be incorporated into History lessons, to make learning something that is based around first hand experience.