ALDERMAN RICHARD HALLAM PRIMARY SCHOOL

History Policy

Policy Reviewed: September 2026

'Educating a community of life-long learners'

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Introduction

Our school vision: Pupils will leave A.R.H. as happy, healthy and inspired young people who can confidently participate in the world as resilient, articulate citizens who have a life-long love of learning, creativity and discovery.

Our curriculum: Our curriculum is the vehicle to empower pupils with knowledge and skills. We strive to immerse young people in their topics which are designed to engage, provide real life links and progress all pupils' understanding.

'A.R.H. - Educating a community of life-long learners'

Aims

The aim of this policy is for History to be taught consistently at a high standard so that the outcomes are:

- To create an effective learning environment for children to gain knowledge, skills and understanding in History
- To inspire creativity and innovation through the teaching of History
- To develop children's understanding of how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- To develop children's understanding of the methods of historical enquiry
- To expand children's historical vocabulary
- To provide an inclusive curriculum for all pupils, with equal opportunities whatever their race, gender or disability
- To ensure continuity and progression in children's learning

Teaching of History

Children are taught History through exciting, engaging and practical lessons. Through the use of the History Progression Document, it is ensured that all areas of the History National Curriculum are progressively covered during the children's time at the school. In both KS1 and KS2, children experience cross-curricular lessons within History-focused topics, such as Terrible Tudors and Rotten Romans. In Foundation Stage, children develop their history skills through many different areas of the EYFS curriculum, such as Understanding the World, Communication and Language and Personal, Social and Emotional Development.

Through the use of the History Progression Document, knowledge and skills to be taught have been split across different year groups. Each topic in which children will be taught has clear lesson focuses, each with a key question and skills and knowledge that will allow children to be able to answer the question by the end of the lesson. For example, Year 1 children will have opportunities to begin to develop their understanding of the past, finding out about people, events and facts. Focus questions for KS2 will encourage children to begin to question why things happened, looking at the reliability of different sources and how the past has affected life now. The document also shows the progression of vocabulary to be used. Year groups will be able to update this document to show when different skills have been taught and the History Coordinator will liaise with year group leaders to monitor how the progression works and if anything can be improved.

We have a key history thread of 'Movement of People' due to the diversity of cultures and background of children in the school. There are also key themes taught which are monarchy, exploration, chronology, civilisation, invasion, empire – the progression of these is shown on the history progression document.

Responsibilities and Roles

History Policy

The Headteacher and Governing Body have overall responsibility for History, supported by the History Coordinator. The History Coordinator is responsible for overseeing the delivery of the History Curriculum through:

- Liaising with year group leaders.
- Liaising with the creative curriculum team.
- Monitoring planning to ensure curriculum coverage.
- Carrying out book scrutinies alongside planning to ensure cross-curricular links are optimised.
- Observing teaching and learning to ensure progress is being made within topics.
- Regularly reviewing the curriculum through staff and pupil questionnaires and open dialogue.
- Speaking with the pupils about their learning.
- Ensuring the curriculum is progressive and assessment is used accurately to inform the next teaching phase.
- Supporting and assisting with the planning and teaching of History.
- Monitoring and providing History resources within school.
- Updating staff on initiatives and changes to the History curriculum.

All teaching staff are responsible for:

- Planning and delivering the curriculum on a day-to-day basis and for making cross-curricular links where appropriate. Teachers are to record their planning on flipcharts stating clearly the lesson objectives and the skills that are to be taught. Teachers should refer to the History progression document when planning lessons and ensure that suitable skills and vocabulary are being taught.
- Making amendments to planning in order to optimise learning opportunities when they arise.
- Ensuring that through the use of adaptive teaching methods, all pupils make good progress and can access learning opportunities.
- Using the local area and outdoor learning as much as possible.
- Ensuring the curriculum is taught in an engaging manner which is in-line with the school ethos.

Planning

We ensure that all objectives in the National Curriculum are covered through History. Our planning process for History is:

- Long term plans for the year - these are the topics that will be taught throughout the year. They indicate the number of weeks for each theme.
- Medium term plans for each topic hold the relevant learning and National Curriculum objectives. These highlight the learning to be covered and are assessed at the end of each topic. Teachers use the National Curriculum objectives and discuss how they will translate these into meaningful activities for the children. The National Curriculum objectives have been broken down further onto Progression Documents and this is where year groups take the objectives from and record when they have been taught. This is planned on our Routeway format. Using the Routeway, teachers then consider what will be the best learning sequence for their pupils. This has to incorporate: a formative assessment of children's understanding, how the topic will be introduced (a 'wow' factor, that could be a visit, a trip, a focus day, an activity on Wonder Day or an external visitor), what the learning outcome will be, and how the work of pupils is to be recorded in appropriate topic books. Once year groups have decided upon the learning sequence, parents are informed of the upcoming topic through a Parent and Carer Letter. This allows parents and carers to support their children and become involved in their learning.
- Year Groups meet weekly to plan the subsequent week's work from the medium term plan or Routeway. Each weekly plan is clearly differentiated to ensure all pupils can access the learning with a clear learning outcome. Lessons are engaging and taught using high quality resources.
- Plans are monitored by SMT and the History Coordinator.

Inclusion

It is expected that all children will be given the opportunity to learn in a creative and encouraging learning environment which encompasses a range of learning and teaching styles. All children are entitled to this as part of

the school ethos. It is hoped that this approach will motivate and support children's learning at all levels including the More Able and Talented, EAL and children identified with a Special Educational Need. Teachers are encouraged to adapt their teaching so all children can achieve the learning objectives.

Assessment

Each foundation subject has objectives set out by the National Curriculum. These are primarily assessed throughout the topics using the Learning Objectives.

As each topic is introduced, children will answer some questions relating to their new topic. This will then allow teachers to see which areas children have prior knowledge in and where they have gaps. The questions for this day are taken from the Progression Document to ensure accurate pitch. Teachers will be able to use the answers to support their planning. Teachers will be able to assess whether children can answer these questions again after learning has taken place and review the progress that has been made through pupils showcasing their understanding; this can be done in a variety of ways. Through the use of topic questions, teachers will be able to assess how children become more confident in answering this question throughout the topic.

Teachers will record the achievements of pupils using our Arbor Assessment system twice a year. This identifies the end of year expectations for each subject and identifies which pupils achieve, are above or below these expectations. This will provide formative assessment and inform future planning needs. The coordinators will collect assessment data twice an academic year. This will allow the coordinators to see progress and attainment in History across the school. This information will be used to assist teachers to inform future planning.

School Closure

In the event of a school closure, Teachers will continue to provide planning and engaging learning for pupils using Class Dojo. Through Class Dojo, Teachers will convert their lessons to make them accessible from home as well as setting work to be completed. Pupils will then follow the lesson and complete the required work and submit this using their Class Dojo account. Pupils who do not have access to the Internet at home will be provided with high-quality work books to continue their study of the National Curriculum. Creative and expressive art, through the form of videos and pictures, will be encouraged. Children will be encouraged to use resources around the house as well as outside to creatively express and achieve their learning objectives.

Upon school reopening following a school closure, year groups will provide a Recovery Curriculum which is tailored to the needs of the pupils in their classes. This will firstly focus on the social, emotional and behavioural needs of the class followed by an assessment of the pupils' academic needs. This will then inform planning so that all pupils can catch up any lost learning. The previous year's objectives will be reviewed to see if the children have covered them in enough detail. If not, they will be taught in their current year group. Objectives that were unable to be covered at home (for example due to lack of resources) will also be continued and taught when the school reopens.

Monitoring and Review

Monitoring and review takes place on a regular basis in accordance with the School Improvement Plan.

The History subject coordinator will monitor and review this subject through:

- Auditing the planning and work completed on a regular basis.
- Speaking to teachers and year group leader to evaluate the effectiveness of the progression document and evaluate this with their support and feedback.
- Learning walks to different year groups during their history focused topic.
- Pupil conferencing during learning walks.
- Auditing work in books each term.

After the monitoring activities have taken place, the History Coordinator reviews the provision; good practice is shared across the school and appropriate support or training is put into place to support any needs identified. These needs are subject to further monitoring and evaluating activities.

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To be reviewed: September 2027