



History Policy

Date Written / Reviewed	September 2026
Date of Next Review	September 2029
Headteacher	<i>R Swaby</i>
Chair of Governors	<i>M Hopkins</i>

Intent

At Delph Primary School, we aim to ignite pupils' curiosity about the past in Britain and the wider world while meeting the needs of all backgrounds, cultures and abilities. We aim to provide a history curriculum with appropriate subject knowledge, skills and understanding as set out in the National Curriculum History Programmes of study.

***'He who does not know his past cannot make the best of his future, for it is from the past that we learn.'* Sheikh Zayed**

Aims

Our aim is for pupils:

- to develop knowledge and understanding of how the past influences the present, by developing effective research and analytical skills.
- to understand the way of life, cultures and respect for people from different times and places.
- to develop a chronological framework for their knowledge of significant events and people.
- to foster enthusiasm and curiosity about the past in Britain and the world.
- to see through the lens of a Historian (read, think, talk, write like a Historian).

We hope that the development of historical knowledge will help pupils to make more informed life choices and aspire to be open-minded citizens who make a valuable contribution to society.

Implementation- Teaching & Learning

Our whole curriculum is shaped by our school vision which aims to enable all pupils, regardless of background, ability and additional needs, to flourish to become the very best they can be.

Our History curriculum is predominantly taught in the Autumn term, and we use progression grids to ensure there is clear skills, knowledge and vocabulary progression throughout school. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all pupils. It is important that the pupils develop progressive skills of a historian throughout their time at Delph Primary School and do not just learn a series of facts about the past.

Where appropriate we use historical artefacts, IT, visitors, workshops and offsite visits to excite and intrigue our pupils to find out more about events and people from the past, to evaluate information and evidence and reach their own conclusions.

The Early Years Foundation Stage Curriculum supports pupils' understanding of History through the planning and teaching of 'Understanding the World'. This aspect is about how pupils find out about past and present events in their own lives, their families and other people they know. Pupils are encouraged to develop a sense of change over time and are given opportunities to differentiate between past and present by for example observing routines throughout the day, observing the passing of seasons and time and looking at photographs of their life and of others. Investigative behaviour is encouraged through questions such as, 'What do you think?', 'Tell me more about?', 'What will happen if..?', 'What else could we try?', 'What could it be used for?' and 'How might it work?' Use of language relating to time is used in daily routines and conversations with pupils for example, 'yesterday', 'old', 'past', 'now' and 'then'.

In KS1, History begins by pupils developing an awareness of the past, using common words and phrases relating to the passing of time. Pupils learn 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.

In KS2, History is taught chronologically to allow pupils to confidently place each time period. This allows pupils to consistently build on previous knowledge and learning by placing previously taught History topics on a timeline.

Cross-curricular links are planned for, with other subjects such as Maths, Writing and Computing. We use formative and summative assessment, which include 'Blast from the Past' and quizzes to ensure all lessons are relevant and next steps can be planned for effectively.

Impact

Through the high quality first teaching of History taking place, we will see the impact of the subject in different ways. Through pupil voice, pupils will be able to talk about the skills and knowledge they have acquired. Pupils will be engaged in History lessons and want to find out more. Pupils will complete research independently through projects and home learning and to further their own enjoyment about the subject or topic. Outcomes in books will show a broad and balanced History curriculum is being covered, cross curricular links are made where possible and learning activities are adapted to suit different abilities as appropriate.

The school environment will be history rich through displays, resources, vocabulary etc. As historians, pupils will learn lessons from history to influence the decisions they make in their lives in the future. Ongoing assessments of knowledge, progress and skills, helps us identify areas in which we need to encourage deeper learning .

In addition, we measure the impact of our curriculum through the following methods:

- Reflecting on standards achieved against the planned outcomes;
- Pupils knowing more and remembering more about History;
- Pupils' enjoyment of History lessons and eagerness to find out more about our world;
- Evidence of work showing a range of topics covered, cross curricular links and adapted work;
- High standards in History that match standards in other subjects such as English and Maths.

Subject leaders are given regular time to monitor the subject across the school, create action plans and to provide subject feedback to all staff, as appropriate.

SLT are kept informed through feedback from annual subject monitoring, which includes lesson observations, book looks, planning scrutiny and pupil voice and then helps the subject leader to identify future priorities for History.

Roles & responsibilities

The Headteacher and Governing Board are responsible for:

- Involvement in focus groups to develop policy and practice.
- Overseeing the standards of History
- Approving the acquisition of new resources.

The subject leader is responsible for:

- The audit and identifying of resources for purchase.
- Liaising with SLT to ensure effective maintenance and ease of access to resources.
- Monitoring and evaluating the implementation of the scheme of work.

- Delivering relevant inset training to other members of staff.
- Reviewing long, medium, and short-term planning.
- Reporting to governors on standards.
- Writing, modifying and reviewing, in consultation with other staff and governors, the policy document for History.

The Class Teacher is responsible for:

- Planning and delivering the History curriculum.
- Assessing pupils' work using both formative and summative assessments.
- Reporting to parents/carers and the subject leader(s).
- Planning and risk assessing visits to external providers.

Inclusion

Provision is made for all pupils regardless of ability, disability, special educational need, medical condition, gender, faith or ethnicity. All pupils have a right to be treated equally, regardless of their starting points. Delph's 'SEND Information Report' provides further information on our school offer and can be viewed on our school website.

History is a foundation subject and as such forms part of the school curriculum to provide a broad and balanced education to all pupils. 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 individual needs. Assessment against the National Curriculum and subject based progression grids allow us to consider each child's attainment and progress.

Assessment for Learning

The class teacher will assess pupils' work in History by making informal judgements during lessons by questioning, observing and eliciting pupils' ideas.

EYFS

Our approach to assessing pupils in the EYFS is through observations, careful questioning, listening in, set tasks and discussion. Outdoor provision is key to development in the EYFS and ample opportunities to explore the outdoors is provided.

KS1 & KS2

Our approach to assessing pupils' progress in History is through continuous dialogue and 'listening in' to pupils' historical conversations as they talk while enjoying learning activities. For this to be useful, teachers need to know where the journey is going, in skills as well as content. We use the Progression Grids to do this.

At the end of specific History units, a 'Blast From the Past' assessment tool is used. This assesses pupils' retention of previous History learning (last year, last term, recently), in terms of Sticky Knowledge. Skills are assessed as described above. Teachers use this assessment alongside other evidence, to plan future lessons, including any common misconceptions or knowledge that has not 'stuck'.

Reporting to Parents/Carers

Parents/carers receive teacher comments and an effort grade regarding their child's progress in History lessons at the end of each academic year in an end of year report and can discuss their child's progress at Parent-Teacher Meetings (autumn and spring term).

Monitoring & Evaluation

Policy and practice in History is monitored and evaluated on a regular basis in accordance with the school development planning cycle. The provision of History will be monitored by the subject leader(s) in conjunction with the SLT.

Monitoring takes the form of lesson observations, planning and book scrutiny and pupil questionnaires. Feedback will be given to all staff along with recommendations to inform future policy and planning. Personal development of the subject lead(s) will be maintained to ensure that new initiatives and curriculum updates are fed back to staff and incorporated into regular practice. All staff are involved in the review and development of History policy.

Data Protection Statement

The procedures and practice created by this policy have been reviewed in the light of our Data Protection Policy. All data will be handled in accordance with the school's Data Protection Policy.

Data Audit for the History Policy					
What?	Probable Content	Why?	Who?	Where?	When?
Pupil assessment data	Name D.O.B. Test data Teacher Assessment data	Monitor a child's progress and identifying next steps Well-Being of Your Child	All Staff (as necessary)	Staff electronic records Paper tests are stored securely Data is deleted / shredded as necessary	Held on File throughout a child's time at school Key data is passed onto a new School when moving on Some data is archived until the child is 25 (e.g. SEND pupil)

As such, our assessment is that this policy:

Has Few / No Data Compliance Requirements	Has A Moderate Level of Data Compliance Requirements	Has a High Level of Data Compliance Requirements
	✓	

This policy will be reviewed every three years or sooner if legislation / school assessment systems change.