

History Subject Policy

Purpose and aims

Page 188 of the National Curriculum 2014 sets out the 'Purpose of study' and the following aims relating to History:

- A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past.
- All pupils should know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- All pupils should know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- All pupils should gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- All pupils should 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
- All pupils should 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
- All pupils should gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales

Throughout the teaching of History, we also endeavour to meet the aims of the school (set out in the school brochure).

Subject content, organisation and planning

- The National Curriculum 2014 sets out the core content to be delivered through the teaching of History. However, as explained in section 2 of the National Curriculum, this forms just one part of the wider School curriculum. Individual schools are "free to include other subjects or topics of their choice in planning and designing their programme of education".
- Pendragon Primary School's Long term curriculum plan for History gives an overview of History coverage from Years 1 to Year 6. Teachers use this as a base for medium and short term planning.
- See Early years policy for 'Understanding the World- People and Communities' for the skills taught in Foundation Stage.

- We endeavour to ensure learning in History is an engaging, creative and meaningful experience for all children. Links are made between subjects and enrichment activities, such as trips, visitors, special days and weeks are regularly planned.
- History lessons are taught weekly or as blocked units of work relating to a particular topic.

Equal opportunities and Inclusion

- See Pendragon Primary's Equality statement in our school brochure
- For pupils who do not achieve the age expected attainment target, teachers provide learning opportunities that enable all pupils to make progress. We will do this by setting suitable learning challenges and responding to each child's different needs, this may be done by differentiation of activities and/or resources and also through adult support, where needed.

Assessment, Record keeping and reporting

- See Pendragon Primary's assessment policy

Monitoring and evaluation

- The History subject leader, under supervision of the Governors, Headteacher and leadership team is responsible for ongoing monitoring and evaluation in order to ensure high standards and improved outcomes across the subject.
- A subject action plan is shared and reviewed annually.