



CHINLEY PRIMARY SCHOOL

HISTORY POLICY

INTRODUCTION

This policy outlines the teaching, organisation and management of history taught and learnt at Chinley Primary School.

AIMS

- To help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world.
- To inspire pupils' curiosity to know more about the past.
- To equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.
- To help pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups.
- To help pupils to understand their own identity and the challenges of their time.
- 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
- 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
- Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- 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
- 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
- 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

CURRICULUM DELIVERY

History is taught as a discrete subject, but also within an integrated / topic approach, linking with geography, English, computing, PHSE, art, drama, dance and music, as well as mathematics and science.

The Foundation Stage plan their activities from the 'Understanding the World' objectives / targets in the Early Years Curriculum. They also aim to encourage the children in playing and exploring their environment (engagement), in active learning (motivation), and in creating and thinking critically.



CHINLEY PRIMARY SCHOOL

HISTORY POLICY

Teachers make long-term, medium-term and individual lesson plans, following the National Curriculum guidelines.

Year group	Autumn	Spring	Summer
Nursery	UW topics: All about me Festivals & Celebrations Autumn	UW topics: People who help us How does your garden grow? Spring	UW topics: Minibeasts We're going on an Adventure
Reception	UW topics: All about me Terrific Tales (Including Harvest Remembrance Day Christmas)	UW topics: Amazing Animals Come Outside! (Including Easter)	UW topics: Ticket to Ride Fun at the Seaside
Year 1	The Circus The Old Toy Room	Dinosaur Detectives Pirates	Castles, Kings and Queens
Year 2	Great Fire of London		The history of chocolate Ancient Civilizations - Aztecs
Year 3	Stone Age Bronze Age Iron Age	Stone Age Bronze Age Iron Age (continued)	
Year 4	Ancient Greeks	Local study – Castleton/Land use through time Romans & Settlements	
Year 5	Explorers- Hillary Scott Maya Day (alternate years)	Anglo Saxons Vikings 1066	Development of understanding of the Solar System
Year 6	Ancient Egypt Mayans (alternate years)	World War Two	Famous inventors

*Any gaps in the curriculum map indicate that there is no subject coverage that term.

Lessons will aim to;

- Review knowledge from the previous lesson and link to the next lesson.
- Explain the lesson objective.
- Often use a key question to direct pupils' thinking / enquiry about the past, making them think and question suppositions, sources of information, and to draw conclusions.
- Set common tasks which are open-ended and can have a variety of responses, using classroom assistants to support children individually or in groups



CHINLEY PRIMARY SCHOOL

HISTORY POLICY

- Vary the resources and activities to suit different learning styles, working individually, in pairs or groups, ensuring they can be effective in finding out about and trying to explain the past.
- Use starters and plenaries to ensure students fully understand what they are learning, how they learn and how well they are progressing.

CURRICULUM RESOURCES AND ENRICHMENT

Teachers use a variety of primary and secondary resources including texts, artefacts, ICT, photographs, music, visits, novels and news items. Resources are regularly reviewed to ensure that materials used by the children are accurate and up to date. A file of useful information, leaflets and catalogues are kept by the History co-ordinator (in cupboard). A full list of resources held in school is kept on file and is updated when necessary. Most History resources are kept in the classrooms.

Enrichment activities include History Days in school, visiting speakers, liaison with the local High School (Humanity Days), day visits and residential field trips. (See Appendix 1).

DSEN AND EQUAL OPPORTUNITIES

Please refer to school policies for DSEN and Equal Opportunities (on school website or available from the school office).

ASSESSMENT

Assessment is on-going and can be written or verbal. It is measured against National Curriculum 2014 outcomes:

- By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.
- The teachers complete an overview of coverage of the Curriculum 2014 Objectives three times a year. They assess children as, 'Working towards', 'Expected' or 'Working at greater depth', corresponding to the topics and objectives covered in that term. At a glance it will be possible to see the progress made by children and that the curriculum objectives have been covered.
- Teachers also highlight the progression map for History each year, to show what has been covered.
- Nursery and Reception children work towards objectives/targets in 'Understanding the World' from the Early Years Curriculum, and plan their activities from this. Children are expected to have reached the Early Learning Goal (ELG) at the end of the Reception year, but some will have progressed further and some not so far. The ELG is; 'Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.'
- Reports to parents are made verbally in Autumn and Spring parents' evenings and in a written report in Summer, describing each child's attitude, progress and understanding of the topics.
- Teachers gather periodic and summative evidence of what individual pupils know and understand in history by observing them at work, listening to and discussing with them and evaluating any work produced. Children may also peer-mark and self-evaluate their work against given criteria.

MONITORING AND EVALUATION



CHINLEY PRIMARY SCHOOL

HISTORY POLICY

The monitoring of the standards of children's work and the quality of teaching in history is the responsibility of the history subject leader. Standards are monitored either by a topic book scrutiny and compared with literacy books, or by discussions with a small group of pupils in each class once a year. Attainment of History objectives is completed by staff on the History objectives and assessment sheet, monitoring children's work against age-related expectations three times a year. The progression map for History is highlighted to show what has been covered each year. The co-ordinator supports colleagues in the teaching of history, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. A selection of high-quality work is photocopied each year and put in the subject leader's file. An Action Plan is made and reviewed annually, which reports on achievements and indicates areas for further improvement. This is all monitored by the Head Teacher.

GOVERNOR ROLE

Governors receive updates on progress towards the action plan for History.

APPENDICES

1. History enrichment activities within school and on visits
2. National Curriculum for History 2014, and EYFS Early Learning Goals

APPENDIX 1

History enrichment activities within school and visits outside school (2020-5)

<u>Year group</u>	<u>Activity</u>
Nursery	UW Local activities and walks
Reception	UW French Day UW Peak Wildlife Park
Year 1	Circus skills workshop (some years) History Van – toys and games Trip to Bolsover Castle Pirate Day
Year 2	Fire of London role-play day Staircase House (Fire of London) Visit to Eureka!
Year 3	Stone Age Day (History Van)
Year 4	Roman Feast or Greek Day Castleton local history/Roman settlement residential field trip, Peveril Castle, archaeology, fossil, and keeping a blog of activities Chapel High School Humanities morning (some years)
Year 5	Saxon and Viking Day at Tatton Park (some years) Shield Tree Wood (activities related to the Vikings)
Year 6	Manchester Museum (Ancient Egyptians) World War II Day Talk by Chinley resident about living in Chinley in WW2 Ancient Egyptian morning



CHINLEY PRIMARY SCHOOL

HISTORY POLICY

	Maya Day (History Van, afternoon, alternate years)
Whole school/KS	Easter bonnet parade and egg-rolling (local traditions) Black History Month (some years) Remembrance Day

APPENDIX 2

EYFS

Understanding the world, Early Learning Goals:

Past and Present

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps

The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter

National Curriculum 2014 for History (Red text show non-statutory examples)

KS1

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know 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 planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.



CHINLEY PRIMARY SCHOOL

HISTORY POLICY

- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries].
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell].
- significant historical events, people and places in their own locality.

KS2

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age. Examples (non-statutory) include late Neolithic hunter-gatherers and early farmers, for example, Skara Brae; Bronze Age religion, technology and travel, for example, Stonehenge; Iron Age hill forts: tribal kingdoms, farming, art and culture; Iron Age hill forts: tribal kingdoms, farming, art and culture.
- the Roman Empire and its impact on Britain. Examples (non-statutory) This could include: Julius Caesar's attempted invasion in 55-54 BC; the Roman Empire by AD 42 and the power of its army; successful invasion by Claudius and conquest, including Hadrian's Wall; British resistance, for example, Boudica; 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity
- Britain's settlement by Anglo-Saxons and Scots. Examples (non-statutory) This could include: Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire; Scots invasions from Ireland to north Britain (now Scotland); Anglo-Saxon invasions, settlements and kingdoms: place names and village life; Anglo-Saxon art and culture; Christian conversion – Canterbury, Iona and Lindisfarne
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. Examples (non-statutory) This could include: Viking raids and invasion; resistance by Alfred the Great and Athelstan, first king of England; further Viking invasions and Danegeld; Anglo-Saxon laws and justice; Edward the Confessor and his death in 1066.
- a local history study, which can go beyond 1066. Examples (non-statutory) This could include: a depth study linked to one of the British areas of study listed above; a study over time tracing how several



CHINLEY PRIMARY SCHOOL

HISTORY POLICY

aspects of national history are reflected in the locality (this can go beyond 1066); a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.

- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. Examples (non-statutory) This could include: the changing power of monarchs using case studies such as John, Anne and Victoria; changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century; the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day; a significant turning point in British history, for example, the first railways or the Battle of Britain.
- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

Policy reviewed by Kate Todd
July 2025