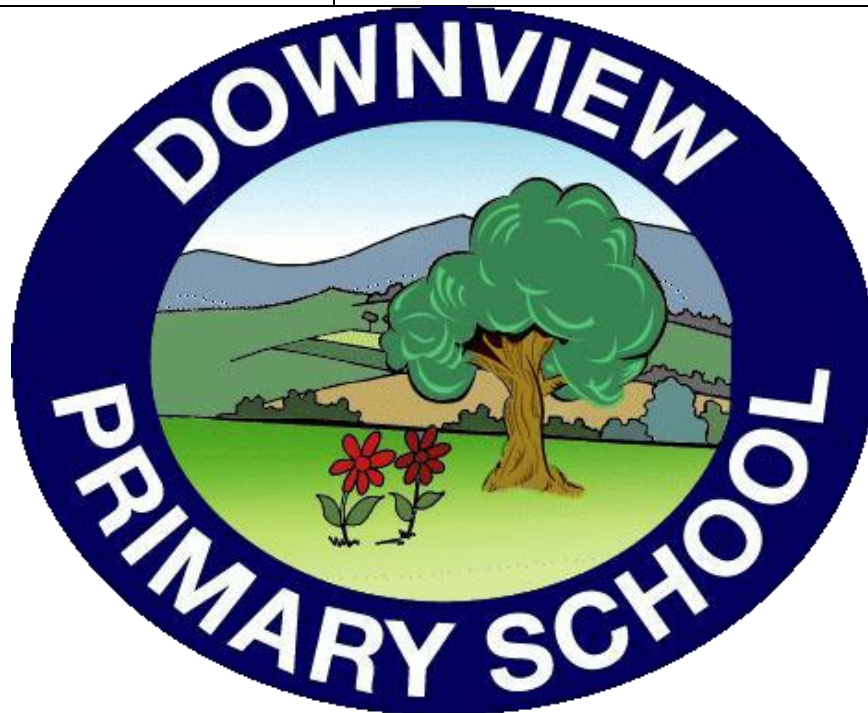


Lead member of staff	Mrs Dobbin & Miss Rushworth
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History Policy

September 2026

Downview School: History Policy

Introduction

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

At Downview we believe that 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. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History at Downview helps pupils 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.

Learning about History enables us to make informed decisions about the present time.

Aims

We teach history to ensure that all children:

- 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.

Through History we can also:

- Develop children's skills across the curriculum; particularly Literacy, Art and Design Technology.
- Promote children's awareness and understanding of gender, cultural, spiritual and moral issues through the teaching of British values.
- Help children to develop a sense of identity and citizenship.
- Embed children's awareness of the importance of values in different cultures across the world.
- Enable children to transfer skills learnt into different aspects of their learning

Organisation of History within the Curriculum

At Downview Primary school we teach History in half-termly/ termly topics, to organise the curriculum to ensure the high quality delivery of History. This provides full curriculum coverage, including all the statutory content, for each year group. We believe that the best practice approach for History is to immerse the children in the historical periods they are studying.

This will happen as follows:

- Re-enactment days and visitors to enrich the curriculum.
- School visits to local historical sites.

Teaching & Learning - Strategies for the teaching of History

When teaching history teachers will:

- Always explain the learning objective.
- Often use a key question to direct children's thinking / enquiry about the past and the skill being acquired.
- Ensure that a range of resources and activities are used to allow each pupil to be effective in learning about the past.
- Use starters and plenaries to ensure children fully understand what they are learning, how they learn and how well they are progressing.
- Ensure that children learn in a variety of ways, both in and outside of the classroom.

The role of the History co-ordinator is to:

- Support colleagues in teaching the subject content and developing their skills in planning, teaching and assessing History.
- Renew, update and oversee the audit of resources needed to deliver the curriculum.
- Monitor and evaluate the learning and teaching of History.
- Develop assessment and record keeping ensuring progression and continuity.
- Keep abreast of developments in the teaching and learning of History.

Assessment

At the end of each year we make a summative judgement about the achievement of each pupil. At this point we decide upon a 'best fit' judgement as to whether the pupil has achieved and embedded the expected learning goals, exceeded expectations or is still working towards the goals. This decision draws upon the professional knowledge and judgement that teachers possess about the progress of each pupil.

SEND

We teach History to all children, whatever their ability, in accordance with the school curriculum policy of providing a broad and balanced education to all children. Our teachers provide learning opportunities that are matched to the needs of all children.

Equal Opportunities

All pupils at Downview have equal access to the facilities available, regardless of gender or nationality. When working in groups the teacher ensures that children take turns and share the equipment fairly. Teachers also give pupils opportunities to work individually to complete tasks by themselves.

Resources

We have a range of topic books and interactive boards to access the internet as a class. Visits are planned to enhance learning and give hands on activity. People with an interest, or expertise, in a particular topic or area of history are be invited into school to work with the children. Children will also look at photographs, portraits, artefacts and written materials to immerse themselves in the topic they are learning.

Health and Safety

Staff are knowledgeable about relevant aspects of Health and Safety and are confident in managing and maintaining a healthy and safe work environment. Staff identify hazards and assess risks, and determine how best to minimise, remove, or control such risks within indoor and outdoor environment.

Monitoring and Evaluation

To monitor and evaluate history, the subject leader:

- Carries out work and planning scrutinies;
- Observes lessons;
- Carries out pupil interviews;
- Reviews provision of resources;
- Supports with teaching and learning.

Reviewed: September 2026

To be reviewed: March 2028