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History Policy

October 2025

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Our school curriculum for History enables every child to 'gain a heart of wisdom' by exploring the past to understand the present and shape the future. Through History, we nurture wisdom by helping pupils develop curiosity, critical thinking, and empathy as they learn about significant events, people, and cultures that have influenced our world.

We Amaze by inspiring awe at the richness of human stories and encouraging kindness through understanding diverse perspectives and experiences.

We Achieve by equipping children with the skills to ask perceptive questions, weigh evidence, and form balanced judgments in a caring, inclusive environment.

We Aspire by empowering pupils to see themselves as part of an ongoing story, ready to take flight on their own journey of endless possibilities.

In History, gaining a heart of wisdom means learning from the triumphs and challenges of the past to live wisely and contribute positively to society today.

Introduction

This policy outlines the purpose, nature and management of the history taught and learnt in our school. This policy outlines the guiding principles by which this school will implement history in the National Curriculum. It is reviewed periodically.

Rationale for History teaching

History should be concerned with stimulating the children's interest and understanding about the life of people who lived in the past. We aim for the



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children to develop a sense of identity and a cultural understanding based on their historical heritage. We teach children to understand how events in the past have influenced our lives today; we also teach the children to investigate these past events and, by so doing, develop the skills of enquiry, analysis, interpretation and problem solving.

Aims for the teaching of History

Our intention is to provide quality teaching and learning of history. We aim:

- to promote an interest in the past
- to develop an understanding of events over time and in a chronological structure
- to learn about the roles that individuals and events have played in shaping modern society
- to develop an ability to investigate and interpret different versions of past events
- to learn to study historical evidence and to ask and answer questions about the past
- to develop the ability to communicate historical knowledge and understanding using a variety of techniques
- to encourage children to understand other people, their beliefs, thoughts, values and experiences
- to develop an awareness of the world around them
- to develop an understanding of society and their place within it, so that they acquire a sense of their cultural heritage
- to develop a knowledge and understanding of historical development in the wider world

Expectations

During the Foundation Stage, children will work towards the historical aspects of the Early Learning goals for Understanding the World.



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By the end of Foundation Stage, most children will be expected to -

- demonstrate an understanding of the world which involves making sense of their physical world and their community. This is done through
 - talking about past and present events in their own lives and in the lives of family members
 - Visiting places such as the library or visitor attraction
 - Meeting important members of society
 - Listening to a broad selection of stories, non-fiction, rhymes and poems
 - Talking about the similarities and differences between themselves and others.
 - Building important knowledge and familiarity with words that support understanding across domains.

By the end of Key Stage 1, most children will be expected to -

- develop an awareness of the past, using common words and phrases relating to the passing of time.
- 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.
- 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.
- understand some of the ways in which we find out about the past and identify different ways in which it is represented.

By the end of Key Stage 2, most children will be expected to-

- to develop a chronologically secure knowledge and understanding of British, local and world history
- make connections, contrasts and trends over time and develop the appropriate use of historical terms.



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- regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
- construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- understand how our knowledge of the past is constructed from a range of sources

Attitude and skills

We also seek to encourage children to develop the following skills:

- Empathy
- Interpretation of secondary and primary sources
- Historical enquiry
- Communicating history dramatically, verbally and narratively
- Research

The Role of the History Co-ordinator is:

- Taking the lead in the development, evaluation and amendment of schemes of work as and when necessary
- Keeping and reviewing medium-term plans to ensure progress throughout the year groups.
- Ensure class teachers write half termly lesson plans, which list the specific learning intentions and outcomes for each lesson or uses the plan which is provided
- Review individual plans and discuss on an informal basis.
- Acting as a consultant to colleagues on resources, visits, visitors, curriculum changes, classroom teaching and learning ideas
- Monitoring and evaluating pupils' work, pupils' views about the subject, displays and teachers' planning
- Writing School development plan
- Auditing resources and ordering resources when needed
- Keeping up to date with developments in history and disseminating information to the rest of the teaching staff



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- Leading staff meetings as appropriate
- Attending relevant in-service training and prompting others about relevant training

Recording of History

Pupils are encouraged to record their work using a variety of methods and therefore communicate their findings to others. These may include written or verbal reports, charts, collage, models, pictures and role play activities.

Examples of children's work will be retained to provide evidence of on-going history, including photographic evidence of displays, presentations, visiting speakers and historical visits.

Cross Curricular links in History

Literacy

History contributes significantly to the teaching of Literacy in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that are used in Literacy lessons are historical in nature. Children develop oracy through discussing historical questions or presenting their findings to the rest of the class. They develop their writing ability by composing reports and letters and through using writing frames.

Numeracy

History teaching contributes to the teaching of mathematics in a variety of ways. Children learn to use numbers when developing a sense of chronology through doing activities such as time-lines. Children learn to interpret information presented in graphical or diagrammatic form.

Computing

We use computing in history teaching where appropriate. Children use computing in history to enhance their skills in data handling and in presenting written work, and they research information using the Internet. Each teacher ensures it is used as a teaching tool where appropriate, and provides opportunities for children to also use it.

Personal, Social and Health Education (PSHE)



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History contributes significantly to the teaching of personal, social, citizenship and health education. Children develop self-confidence by having opportunities to explain their views on a number of social questions such as how society should respond to poverty. They learn how to recognise and challenge stereotypes. They learn how society is made up of people from different cultures and start to develop tolerance and respect for others.

Assessment

- Children's progress should be monitored through observation and by using planning and learning objectives. End of unit quizzes are used to check children's knowledge of the topic. The History co-ordinator monitors the effectiveness of the procedures through lesson observations and informal discussion with the class teachers.
- The History Co-ordinator keeps samples of children's work in a portfolio which is used to demonstrate the expected level of achievement in History for each year group.

Marking

Feedback to pupils should be provided on their attainment against the objectives of history. Pupils are encouraged to improve their own learning performance through the school marking policy.

Monitoring and Evaluation

- History will be monitored throughout the school by the History Co-ordinator who will be responsible for gathering samples of curriculum work.
- The History Co-ordinator will also monitor history books and schemes of work to ensure that the Programmes of Study are being effectively taught and match the needs and abilities of the pupils.
- Lessons ideally will also be monitored to help promote quality of learning and standards of achievement in history.

Inclusion



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Equal Opportunities

- We plan our classroom activities to challenge and involve all pupils appropriately, according to age and capability, ethnic diversity, gender and language background
- We are aware of different learning styles and the need to allow pupils to be able to work in their preferred learning styles for some of the time
- We use materials for teaching which avoid stereo-typing, and bias, towards race, gender, role or disability
- We deal with such issues clearly and sensitively when they arise

When progress falls outside the expected range the child may have special educational needs. Our assessment process looks at a range of factors, classroom organisation, teaching materials, teaching style and differentiation, so that we can take some additional or different action to enable the child to learn more effectively.

Intervention through a Support Plan (SP) for children with special education needs. The SP may include, as appropriate, specific targets relating to History.

Differentiation

At our school we teach history to all children, whatever their ability. History forms part of the school curriculum policy to provide a broad and balanced education to all children. 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 each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels. We use a range of strategies to support pupils. A few of these, particularly relevant to History are:

- The use of appropriate vocabulary at varying levels of difficulty during lessons
- Modified text passages as expected in other curriculum areas
- Different levels of written or oral questions for pupils investigating photographic or other visual material



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- Careful use of support for pupils with English as an additional language

For our gifted and talented pupils, we will expect:

- Teachers to provide teaching and learning experiences that encourage pupils to think creatively, explore and develop ideas, and try different approaches. Pupils should be encouraged to set their own questions, offer ideas, suggest solutions or explanations, and reflect on what they have heard, seen or done in order to clarify their thoughts.
- Greater independence in working, e.g. a pupil to be able to carry out their own simple historical enquiry.
- Provide real-life research and presentation opportunities, for example carrying out interviews with local people and collating the results.
- Avoid giving gifted pupils additional writing tasks and encourage them instead to communicate their understanding in a variety of ways, giving them responsibility for choosing and evaluating the most appropriate method.
- Provide opportunities within history for pupils to develop their skills in other areas, such as intrapersonal skills (for example, opportunities to use initiative), and interpersonal skills (for example, leadership and group membership). These opportunities also relate to the key skills of working with others and improving own learning and performance.

Monitoring and review

The co-ordination and planning of the History curriculum are the responsibility of the co-ordinator, who also:

- Supports colleagues in their teaching, by keeping them informed about developments in the delivering of languages and by providing a strategic lead and direction for this subject;



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- Gives the Head Teacher an annual summary report in which an evaluation of the strengths and weaknesses in History and indicates further improvement;
- Uses specially allocated regular management time to review evidence of the pupils' work and to observe History lessons across the school.

This policy will be reviewed at least every two years.