



History Curriculum Policy

Date Reviewed:	09.09.2025
Next Review Date:	01.09.2026
Policy Owner:	Jennifer Cockbain
Ratified @ FGB/Committee Name & Date:	School Policy

Mission Statement

We are committed to providing a supportive, enjoyable and family style environment in which every child is nurtured and encouraged to achieve their potential through a broad-based curriculum and opportunities for developing sporting, dramatic, artistic and musical talents.

Statement of Aims & Objectives

- To enable each child to fulfil their own academic and personal potential.
- To instil in every child the importance of developing personal initiative and to foster in them a belief that they can fulfil their potential in any area of school life.
- To provide a broad based academic and extra-curricular education that is delivered in such a way as to satisfy the learning needs of each and every pupil.
- To help each pupil to develop both a set of Christian values and an understanding and appreciation of other religious beliefs.
- To learn the difference between right and wrong and to appreciate that rights and responsibilities are equally balanced.
- To develop and promote a sense of caring and community between the pupils within the school and the wider community as a whole.
- To instil in each pupil a high degree of self-respect and respect for their fellow pupils, teachers and other adults.
- To prepare each child for the transition to the next stage of their education and to be able to take advantage of any opportunities as they present themselves.

Safeguarding

Oakhyrst Grange School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. At this school we respect and value all children and are committed to providing a caring, friendly and safe environment for our pupils so that they can learn in a relaxed and secure atmosphere. We believe that every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Oakhyrst Grange School. We recognise our responsibility to safeguard all who access school and promote the welfare of all of our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying. This should be read in conjunction with the Safeguarding Policy.



Oakhyrst Grange School

All staff will be asked to complete training annually following KCSIE updates. Further safeguard training will take place throughout the year. All staff must wear their lanyards at all times.

The Safeguarding governor is: Pauline Clark Pauline.clark@oakhyrstgrangeschool.co.uk

DSL: Roxann Dowling (Head of EYFS)

DDSL: Gemma Mitchell (Headteacher)

DDSL: Faye Dance (Deputy Headteacher)

Telephone: 01883 343344

Safeguarding Team: DSL@oakhyrstgrangeschool.co.uk



Rationale

The rationale for the teaching of history at Oakhyrst Grange is to assist pupils in their knowledge, understanding and interpretation of past events and to learn from them in order to make informed judgements.

Objectives

- To stimulate pupil curiosity, interest and enjoyment in History.
- To cultivate a sense of the past and a knowledge of events, their causes, effects and the people involved in and affected by them.
- To develop a sense of chronology and use dates and terms relating to the passing of time.
- To develop an appreciation of how we gain knowledge about the past.
- To understand and confidently use the terminology specific to the subject.
- To enable pupils to perceive History in the context of a wider body of knowledge, vocabulary and skills.
- To encourage open, enquiring minds that are aware of the fact that individual views will be biased.
- To encourage the development of informed opinions and to support such opinions with reasoned arguments, communicating ideas and opinions effectively.
- To give pupils an awareness of the successes and failures of mankind.
- To enrich and support other areas of the curriculum

Teaching and learning style

History teaching focuses on enabling children to think as historians. Where available we try to place an emphasis on examining historical artefacts and primary sources.



Oakhyrst Grange School

In each key stage we give children the opportunity to visit sites of historical significance where possible.

We recognise and value the importance of stories in history teaching and we regard this as an important way of stimulating interest in the past. We focus on helping children understand that historical events can be interpreted in different ways and that they should always ask searching questions about information they are given, such as “how do we know?” “what evidence do we have to...?”.

We recognise the fact that in all classes there are children of different abilities in history and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:

- ◇ setting common tasks which are open-ended and can have a variety of responses;
- ◇ setting tasks of increasing difficulty thus not all children complete all tasks;
- ◇ grouping children by ability in the room and setting different tasks for each ability group;
- ◇ providing resources of different complexity depending on the ability of the child;
- ◇ using classroom assistants to support children individually or in groups.

History curriculum planning

We use the Independent Curriculum for history as the basis for our curriculum planning in history and endeavour to bring out the local history in a number of topics. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit and we build planned progression into the scheme of work so that the children are increasingly challenged as they move up through the school.

We carry out curriculum planning in history in three phases (long-term, medium-term and short-term). The long-term plan maps the history topics studied in each term during each key stage and the children study history topics in conjunction with other subjects, especially at Key Stage 1. Some topics have a particular historical focus and in Key Stage 2 we place an increasing emphasis on independent historical study.

As the basis for our medium-term plans, we build our work around our range of resources, including opportunities for educational visits, and where appropriate we build in a local history element. The plans are stored on the staff shared area on the computer system. A paper version can be found in the subject folder in the staff room.

As part of our educational visits policy, we encourage the children to make an educational visit once a term when possible. This may be a history-based visit.

Foundation Stage



Oakhyrst Grange School

We teach history in reception classes as an integral part of the **topic work** covered during the year. As the reception (Kindergarten) class is part of the Foundation Stage of the National Curriculum, we relate the history side of the children's work to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five. History makes a significant contribution to the ELG objectives of developing a child's knowledge and understanding of the world through activities such as looking at pictures of famous people in history or discovering the meaning of new and old in relation to their own lives.

The contribution of history to other subjects

English

History contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that we use in our English 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 when appropriate.

Mathematics

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 to enhance their skills in data handling and in presenting written work, The children also research information using online resources. Using the Internet, and the associated skills, is an important part of **independent learning**. The children will be developing their learning skills and communicating their knowledge and understanding through using computing resources. Children have the opportunity to use a digital camera, and use photographic images, in their work where appropriate.

Personal, social and health education (PSHE) and citizenship

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 and homelessness. They discover how to be active citizens in a democratic society by learning how laws are made and changed, and they learn how to recognise and challenge stereotypes and to appreciate that racism is a harmful aspect of society. They learn how society is made up of people from different cultures and start to develop tolerance and respect for others.



Oakhyrst Grange School

Spiritual, moral, social and cultural development

When teaching history, we contribute to the children's spiritual development where possible. Children learn about the role of the church in a variety of time periods and they find out how British society has changed over time. The history programme of study enables children to understand that Britain's rich cultural heritage can be further enriched by the multi-cultural British society of today.

Teaching history to children with special educational needs

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. Summative assessment is carried out at the end of topic and reported to parents in the children's regular school reports.

When progress falls significantly outside the expected range, the child may have special educational needs. When this is the case, we may take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.¹

We enable pupils to have access to the full range of activities involved in learning history. Children with SEN may have differentiated assessments. See SEN policy.

Assessment and recording

We assess children's work in history by making informal judgements as we observe them during each history lesson. On completion of a piece of work, the teacher marks the work and comments as necessary. End of unit assessments will take place in the form of written tests or quizzes. Data will then be recorded on that year group's assessment spreadsheet.

Samples of children's topic books are kept to show the standard of work produced. These demonstrate what the expected level of achievement is in history for each age group in the school.

Resources

There are sufficient resources for all history units in the school. Resources are kept by the class teacher as resources tend to be specific to topic areas, and are taught by class

¹ See SEN policy for detail



Oakhyrst Grange School

teachers. The library contains a good supply of topic books, and software and online resources support children's individual research.

Monitoring and review

Monitoring of the standards of children's work and of the quality of teaching in history is the responsibility of the history coordinator. The work of the history coordinator also involves supporting 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. The history subject leader gives the Headmaster a review in which he/she evaluates the strengths and weaknesses in the subject and indicates areas for further improvement.

Subject is taught in classrooms. Risk assessments can be found on the School server.

This Policy is subject to regular review.