

History Policy



Curriculum Offer – Intent Statement

At Minsterley Primary School we believe that learning is a change to long term memory. We intend to create knowledge through spaced repetition and backwards and forwards learning. Our curriculum is built around repeated opportunities to strengthen key concepts. Opportunities are provided to revisit these skills within different historical contexts.

Key Threads

To build a history schema we recommend that ‘threshold concepts’ are used. These are the big ideas that underpin the subject. The four threshold concepts in history are:

- **Investigate and interpret the past** – This concept involves recognising that our understanding of the past comes from an interpretation of the available evidence.
- **Build an overview of world history** – This concept involves an appreciation of the characteristic features of the past and that these features are similar and different across time periods, and an understanding that life is different for different sections of society.
- **Understand chronology** – This concept involves an understanding of how to chart the passing of time and how some aspects of history happened at similar times in different places.
- **Communicate historically** – This concept involves using historical vocabulary and techniques to convey information about the past.

History

Our History curriculum is based on the National Curriculum 2014. Children are taught about the history of Britain and that of the wider world through the use of questioning, critical thinking of motive, perspective and judgement in order to understand the complexity of people’s lives, the process of change and the diversity of people around the world and through time.

Early Years

History is taught in Reception as an integral part of the topic work through child-initiated and adult led activities. The children are given the opportunity to find out about past and present events in their own lives, and those of their families and other people they know. In the Foundation stage history makes a significant contribution to developing a child’s 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

Key Stage 1

During Key Stage 1, pupils learn about people’s lives and lifestyles. They find out about significant men, women, children and events from the recent and more distant past in Britain and the wider world. They listen and respond to stories and use sources of information to help them ask and answer questions. They learn how the past is different from the present.

Key Stage 2

During Key Stage 2 pupils learn about significant people, events and places from both recent and more distant past. They learn about change and continuity in their own area, in Britain and in other parts of the world. They look at history in a variety of ways, for example from political, economic, technological and scientific, social, religious, cultural or aesthetic perspectives. They use different sources of information to help them investigate the past both in depth and in overview, using dates and historical vocabulary to describe events, people and developments. They also learn that the past can be represented and interpreted in different ways.

Role of Co-ordinator

The History co-ordinator leads the maintenance and development of the subject. They are responsible for assuring quality and standards in the subject by:

- Taking the lead in the development, evaluation and amendment of schemes of work as and when necessary.
- Identifying training needs of staff through monitoring and performance management review.

- Acting as a consultant to colleagues on resources, curriculum changes, classroom teaching ideas.
- Monitoring and evaluating pupils' work, colleagues' planning and classroom teaching.

Health and Safety

The School's policy for visits and excursions will be adhered to for all trips. A risk assessment is always carried out prior to visits and excursions which all staff attending read and sign. The risk assessment is always signed off by the Headteacher before any trips can go ahead.

Assessment, Progress and Monitoring

Assessing children's progress within History is carried out by using the progression grids to ensure there is continuity and development across the school. Monitoring takes place through sampling children's work, and teacher planning, through a book scrutiny and lesson observations.

Equal Opportunities

We believe that all children irrespective of background, race, gender and capability should have equal access to the curriculum as stated in each curriculum policy. The school makes every effort to respect and reflect pupils' religious beliefs and take community views into account when teaching History.

Written by: Mel Thomas

Written: August 2023

Reviewed: Autumn 2026