

# *Broad Oak Primary School*

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*www.broadoak.lancs.sch.uk*

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## *History Policy*

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Learning to live, loving to learn.

At Broad Oak we nurture today's minds  
for tomorrow's challenges. Working  
together we ensure every child has the  
potential to shine.



# POLICY

## HISTORY POLICY



### *MISSION STATEMENT*

*Broad Oak School is dedicated to celebrating the success of individuals and groups where they are empowered to exceed their own expectations and to make a valuable contribution to their society.*

*Through a caring, safe, supportive, and challenging ethos, we pride ourselves in delivering an excellent quality of education, where mutual respect and opportunity for all are combined with the values of community life.*

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## 1. Rationale

History lessons at Broad Oak aim to inspire pupils to be curious and creative thinkers who develop a complex knowledge of local and national history and the history of the wider world. We want pupils to develop the confidence to think critically, ask questions, and be able to explain and analyse historical evidence. We aim to build an awareness of significant events and individuals in global, British and local history and recognise how things have changed over time. History will support children to appreciate the complexity of people's lives, the diversity of societies and the relationships between different groups. Studying History allows children to appreciate the many reasons why people may behave in the way they do, supporting children to develop empathy for others while providing an opportunity to learn from mankind's past mistakes. Our History curriculum aims to support pupils in building their understanding of chronology in each year group, making connections over periods of time and developing a chronologically-secure knowledge of History.

## 2. The school's aims in teaching History

The national curriculum for history aims to ensure that all pupils:

- 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.

## 3. Learning out of school hours and home/school links

The class teacher will provide an overview of each half term including the teaching of history. An overview of the latest National Curriculum can be found on the school website.

#### **4. Equal opportunities/Inclusion**

It is our objective to develop lessons that will provide balance and variety in teaching / learning strategies to meet the needs of the individual child in terms of their historical development.

All children in the school have equal opportunities in history irrespective of their ability, gender, ethnicity, class or language background.

At Penwortham Broad Oak Primary School we are committed to ensuring that all policies reflect our inclusive ethos and support the needs of every learner. In line with the Special Educational Needs and Disabilities (SEND) Code of Practice, we strive to:

- Provide equal access to opportunities for all pupils, including those with SEND.
- Ensure that reasonable adjustments are made to remove barriers to learning and participation.
- Promote high expectations, independence, and achievement for all pupils, regardless of need or background.
- Work collaboratively with families, external agencies, and staff to identify and meet the needs of pupils with SEND.
- Embed a graduated approach to support, ensuring early identification, targeted intervention, and regular review.

This policy should be read in conjunction with our SEND Policy and Equality Policy, which outline our broader commitment to inclusion, accessibility, and the celebration of diversity.

#### **5. Roles and Responsibilities**

##### **a) The Head teacher**

The headteacher will secure effective procedures for policy and procedural review in connection with history, and monitor the effectiveness of the history subject leader. In the absence of the subject leader, the headteacher will take up this role.

##### **b) The History Co-ordinator**

The co-ordinator will take joint responsibility with the Headteacher and other colleagues for:

- Class observations and book scrutiny for monitoring attainment
- Monitor and evaluate continuity and progression across Key Stages
- Support colleagues in their teaching

- Provide demonstration lessons
- Keep up to date with new developments in history
- Monitor and provide opportunities for staff to receive regular INSET
- Stock audit and requisition

Specific roles pertinent to the co-ordinator are identified within the relevant job description, which is reviewed annually.

#### d) The Class teacher

Class teachers are responsible for reading the history policy document and implementing it within their classrooms. When needing help and advice they will ask the history subject leader rather than deny the children their entitlement. They will use the National Curriculum in all levels of planning, and ensure they have the necessary materials to deliver the recommended areas of study.

## 6. Teaching and Learning

Learning and Teaching in history will be in line with the school's *Teaching and Learning Policy*, where provision is made for all learning styles.

When teaching history we will:

- Begin the teaching of history in reception class relating history to the objectives set out in the EYFS Curriculum in particular developing children's knowledge and understanding of the world.
- Always explain what we want pupils to know, understand and be able to do through the history they are about to do
- Often use a key question to direct pupils' thinking / enquiry about the past and often extended to challenge those pupils who are more able.
- Use a range of sources such as people, the local environment, sites, photographs, portraits, artefacts, written materials, ICT based materials, data, TV / video extracts. In addition artefact boxes may be borrowed from Lancashire County Council.
- Work in a variety of contexts - individually, in groups, as a whole class
- Present their knowledge and understanding in a variety of ways such as through drama, art, models, various writing styles / genre, collage, timelines, sketches, maps thus varying the resources and activities to ensure each pupil can be effective in finding out about and trying to explain the past.
- Use starters and plenaries to ensure students fully understand how and what they are learning, how their learning links to other subject areas and how well they are progressing.
- Will ensure that the varying needs and abilities of the children will be catered for through tasks differing in difficulty and outcome. Work will be whole class/group or individual work and appropriate strategies will be employed for the very able and those with special needs.

## **7. Assessment**

Assessment of teaching and learning in history will include learning walks, pupil book studies and pupil interviews to be conducted by subject coordinator. Cross curricular links will also be monitored. Reports to parents occur annually with a written report. Annual Governor reports are delivered by the subject coordinator.

## **8. Resources**

Most resources are year based with a small supply of central stock. Resources will be kept within specific areas and any new purchases communicated to staff. All purchases to be monitored by the history coordinator.

# *Broad Oak Primary School*



## *Policy reviews*

*We are aware of the need to review our school's policies regularly so that we can take account of: new initiatives, changes in the curriculum, developments in technology etc.*

*This policy was reviewed in October 2025*

*To be reviewed as and when required*

*Signed by:*

*Member of staff responsible for this policy*

*L Bush*

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*Chair of Governors*

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