



Griffin Primary School

History Policy



1	Summary	History Policy			
2	Responsible person	Danny Cothay			
3	Accountable SLT member	Louise Pitts			
4	Applies to	<input checked="" type="checkbox"/> All staff <input type="checkbox"/> Support staff <input type="checkbox"/> Teaching staff			
5	Who has overseen development of this policy	Louise Pitts			
6	Who has been consulted and recommended policy for approval	LGB			
7	Approved by and date	LGB 14.11.25			
8	Version number	3.0			
9	Available on	Every	<input type="checkbox"/> Y <input checked="" type="checkbox"/> N	Trust website Academy website SharePoint	<input type="checkbox"/> Y <input checked="" type="checkbox"/> N <input checked="" type="checkbox"/> Y <input type="checkbox"/> N <input checked="" type="checkbox"/> Y <input type="checkbox"/> N
10	Related documents (if applicable)				
11	Disseminated to	<input checked="" type="checkbox"/> Trustees/governors <input checked="" type="checkbox"/> All staff <input type="checkbox"/> Support staff <input type="checkbox"/> Teaching staff			
12	Date of implementation (when shared)	Autumn Term 2025			
13	Consulted with recognised trade unions	<input type="checkbox"/> Y <input checked="" type="checkbox"/> N			

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1. Aims and Objectives

The National Curriculum for History states 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 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.

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

2. Whole School Curriculum Ambition

At Griffin Primary School, our ambition is to provide a curriculum for all of our students designed in response to what we already know about our children. Our over-arching goal is routed in promoting a positive attitude towards learning so that children enjoy coming to school, developing our children into life-long learners. Our curriculum is designed to provide all of our children with the core knowledge that helps them to make links between their prior and new knowledge, allowing them to develop a deeper understanding and be inspired to continue their learning outside of the classroom.



We aim to provide our children with stability through a consistent curriculum provision, allowing staff to become experts and build in assessment tools. The curriculum is sequenced effectively to enable prior knowledge to be built upon both throughout and across year groups. At the heart of our curriculum there lies a respect for all of the subjects we teach and how this provides our children with an insight into the world around us.

At Griffin we teach children how to develop their behaviours and habits to become effective learners through asking questions in order to develop their curiosity. Griffin's curriculum has been developed so that our children are not afraid to make mistakes and accept ways forward as support rather than criticism.

By the time the children leave Griffin, our ambition is to ensure that they have the necessary skills in Mathematics, English and communication so that they will become positive citizens in their community and the wider world.

3. History Curriculum Ambition

Our ambition is to develop a curiosity of the past.

- Pupils will learn about key events and eras in history and how they have shaped the world we live in today.
- Pupils will develop an interest in the history of their local area and take pride in where they come from.
- Pupils will know about the lives of significant individuals in the past who have contributed to national and international achievements.
- Pupils will use sources of evidence to find out information from the past, considering their reliability.
- Pupils will understand how British and World History fit together chronologically, making comparisons within and between different periods of study.

4. History Curriculum Implementation

At Griffin Primary School, the History curriculum is implemented through a number of elements of which are outlined below:

- LTP
- Subject schemes of work
- Year group schemes of work
- Progression of skills
- Subject specific skills
- Subject specific vocabulary
- Remember when – recap of prior learning
- Sticky knowledge
- Assessment
- CPD



5. History Curriculum Impact

- The outcomes of pupils in each year group.
- All pupils to become confident with the knowledge and skills they are taught in each year group building upon previous learning.
- Pupils to know and build upon subject specific language.
- Pupils to build on their knowledge of local, British and World History.

6. Curriculum Planning

History is a foundation subject in the National Curriculum. Our school uses the National Curriculum History Programmes of Study as the basis for its curriculum planning in History. At Griffin Primary School History is taught in half-termly rotation with Geography. This enables all pupils to build on their knowledge and skills from prior learning.

The long-term plan maps out the units covered in each term during the key stage. This is used to inform the schemes of work for each History unit. These are written by the subject leader in consultation with SLT and other members of teaching staff to ensure the progression of skills and subject knowledge is sequential and accessible for all.

Activities are planned in History so that they build on the prior learning of the children. Children of all abilities are given the opportunity to develop their skills, knowledge and understanding, and we also build planned progression into the scheme of work, so that the children are increasingly challenged as they move through the school.

Each year group studies an aspect of the local area, where they develop their knowledge of how local people, their achievements and local events from the past have contributed to Hull and beyond in the present day.

7. Subject Provision across the School

EYFS

History in the EYFS is taught as an integral part of the topic work covered during the year relating the history side of the children's work to the objectives set out in the Early Learning Goals. History makes a significant contribution to the ELG objectives of developing a child's knowledge and understanding of the world.

Key Stage 1

Pupils in Key Stage 1 learn about changes in living memory, events beyond living memory and the lives of significant individuals both nationally/internationally and from the local area. They are able to sequence key events on a timeline and start to make comparisons to live in the past to now.



Key Stage 2

Pupils in Key Stage 2 learn about significant historical events from the past. They are able to place the time studied on a timeline and understand how this relates to the current year. They are able to make comparisons to life during significant events in the past, and how some of these events have shaped the world we live in now.

8. Assessment of History

At Griffin Primary School, we assess children at the end of each lesson based on the learning intention and the sticky knowledge taught.

The schemes of work include an end point statement based on the knowledge and skills the pupils will have acquired. Pupils will demonstrate this through answering looking, clue and thinking questions; and demonstrating their knowledge of vocabulary and historical skills.

9. Resources

There are resources for all History teaching units in the school. There is a good supply of topic books in both the KS1 and KS2 libraries, and we use a range of websites to support children's learning.

A wide range of educational visits are organised to support the History curriculum.

10. Role of the Subject Co-ordinator

It is the responsibility of the subject co-ordinator to write the LTP and schemes of work for each History unit. The subject co-ordinator will also monitor the standards of children's work and the quality of teaching and learning in History. Monitoring may involve looking at planning, scrutinising work, lesson observations and pupil voice. Pupil voice is valued and helps to inform the vision and aims of History across the school, pupils are interviewed to gain an insight into the subject.

The subject co-ordinator produces an annual action plan for the development of History and also reviews impact termly; identifies next steps and any CPD needs. This working document is shared with Governors annually. The subject co-ordinator will also produce and narrate a presentation about their subject for the Governors bi-annually.

This policy will be reviewed every two years.