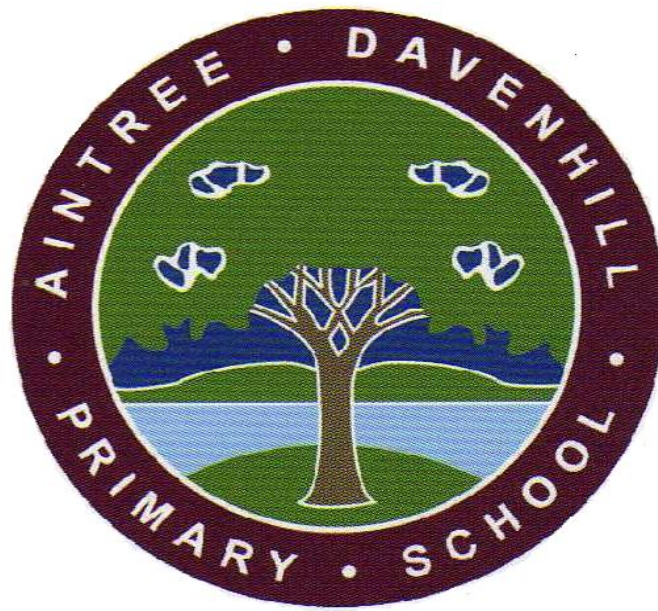


Aintree Davenhill Primary School



History Policy

Approved by the Headteacher

July 2025

Review Date July 2026

Aintree Davenhill History Policy

History Curriculum Intent

At Aintree Davenhill Primary School we believe 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. Our teaching equips 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. Children will study how their locality has changed over time and how people and places have been impacted by key historical events.

Our school motto is **Excellence and Enjoyment** meaning that we want children to enjoy history and have a positive attitude to the subject. Our vision is also for our pupils to achieve excellence in history and in every aspect of school life. We believe that successful learning enables children to develop the confidence to meet the challenge of new work.

Through the teaching of history, we aim to:

- Help pupils develop a sense of identity through learning about their family, the development of their community, Britain, Europe and the world.
- Introduce children to what is involved in understanding and interpreting the past.
- Develop a range of skills necessary for historical enquiry and interpretation.
- Arouse an interest in the past and an appreciation of human achievement.
- Understand the present in the light of the past; the influence that events in the past have in shaping the present.
- Develop children's knowledge and understanding of major issues and events in the history of their own country and others.
- Acquire a chronological structure and language in order to provide a framework for understanding the past.
- Understand the difference between the past and present and that people of other times and places may have held different values and attitudes from ours.
- Enrich other areas of the curriculum.

History Curriculum Implementation

In implementing the National Curriculum, we recognise a commitment to the following:

- 1) Developing children's chronological knowledge of where key events in British and World history are placed in relation to one another.
- 2) To understand how people's lives have shaped nations and how Britain has influenced and been influenced by the wider world.

- 3) Children will use and understand the meaning of key historical vocabulary e.g. monarchy, empire.
- 4) Children will 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.
- 5) Children will study the history of their own locality and will observe changes over time.
- 6) Children will revisit prior learning in every session, ensuring children develop a rich knowledge base that they will be able to draw on in the future.

Within our units of work, opportunities are taken for children to apply their historical enquiry skills by going on various trips e.g. The Roman Walls of Chester and the Salford Air-Raid Shelters.

Review and Retrieval

At Aintree Davenhill, we want the children to ultimately know more and remember more across all subjects. It is crucial that learning is embedded into the children's long-term memory. In order to do this, we make use of weekly review and retrieval activities at the start of every history lesson. These may take the form of a multiple-choice quiz, 'speak like an expert' activity or another activity of the teacher's choice. These activities may have some focus on the previous week's learning but may also focus on prior learning from previous topics taught. This may include reviewing learning from previous year groups. The use of regular review and retrieval activities in history will improve the children's recall and their ability to transfer knowledge to new concepts and new situations. Teachers are expected to be explicitly aware of the links within the topics that they teach in history to be able to build upon prior knowledge effectively. We also make use of flashcards to introduce the key vocabulary in each lesson. These flashcards are displayed in class and revisited regularly to ensure that children are confident with the meaning of these words and can also explain these meanings to others.

Planning

The history curriculum across the school has been planned in such a way that children will be revisiting and building on their historical knowledge throughout their school life. Key concepts and themes are revised frequently leading to a knowledge rich curriculum. In each year group, teachers work together to develop their long, medium and short term plans for history.

At the planning stage, teachers identify the possibilities for using history across the curriculum and also identify opportunities to develop children's speaking and listening skills and understanding of historical vocabulary.

Short term planning is done on a weekly basis using the agreed format. Consideration is given to what the pupils have already been taught in order to build on the concepts, knowledge and skills they have acquired.

Each lesson will begin with a retrieval task, drawing on what children have been taught previously, including any links with work completed in earlier year groups. The main

activity is planned for different ability groups with extension and support activities for higher and lower ability groups and shows lesson objectives, key vocabulary and resources to be used. Where a child is unable to access the work planned for the lower ability group, teachers use additional assessment information together with a SEND Support Plan to develop fourth level planning.

Teaching and Classroom Organisation

Effective teaching involves:

- High expectations and clear objectives conveyed to the children
- Well-structured lessons and a suitable pace
- A variety of retrieval activities to revisit prior learning
- Use of correct historical vocabulary
- Effective differentiation and questioning in whole class work to involve all
- Children and teachers make informal assessments of their progress
- Manageable differentiated group work
- Challenge for all children
- Well organised group work so the teacher can teach without interruption
- Opportunities for enquiry and discussion within groups

Assessment and Record Keeping

Assessment will be undertaken in various forms, including the following:

- Talking to pupils and asking questions
- Discussing pupils' work with them
- Marking work against the learning objectives
- Retrieval tasks completed by pupils
- Observing practical tasks and activities
- Pupils' self-evaluation of their work
- Completion of feedback slides by teacher, to be shared at start of each lesson

At the end of each half term, teachers will group children based on whether they are emerging, meeting or exceeding expectations in history. These groups will be passed to the history coordinator who will then compile assessment data for the subject.

Teacher assessments will be shared with parents during parents' evenings and will be included on individual end-of-year reports.

Special Needs/Equal Opportunities

The Warnock report, 1981 Education Act and national curriculum documents stress that each pupil is an individual who may have special educational needs. It is the duty of

every school to provide for these needs and equally the needs of the gifted child must not be overlooked.

Teachers aim to include all pupils with SEND fully in history lessons.

Materials, equipment and furniture are adapted to meet their particular needs so that they can work alongside their peers. Children with SEND usually work on the objectives for their year with differentiated tasks.

For a pupil with severe or complex difficulties, additional assessment information together with a Support Plan is used to develop fourth level planning.

Teachers use the framework to identify suitable objectives to be incorporated into Support Plans.

We allow equal access to the history curriculum to all pupils regardless of gender, home or cultural background.

Impact of the History Curriculum

Monitoring and Evaluation

The history curriculum is monitored by the Head teacher, the History Subject Leader along with the Curriculum Team and the Leadership Team through:

- Observation of lessons – feedback to teachers
- Monitoring the planning of the history curriculum
- Looking at work in the children's books and talking to children
- Curricular targets and targets set for the school
- Resources being used
- Talking to pupils and staff

The History Subject Leader uses information gathered from the above plus knowledge of National and LEA initiatives to develop the action plan for history for the School Improvement Plan.

History Policy – Revised June 2025

N. Martin – History Subject Leader