

Tow Law Millennium Primary School

History Policy



1. Intent

The history curriculum at Tow Law Millennium intends to interest pupils to allow curiosity about the past to develop. We believe that high-quality history lessons inspire children to want to know more about the past and to think and act as historians. By linking learning to a range of topics and themes, children have opportunities to investigate and interpret the past including significant historical individuals, understand chronology, build an overview of Britain's past as well as that of the wider world, and to be able to communicate historically. Our pupils have opportunities to develop and deploy an accurate use of vocabulary to evidence historical claims and should interpret and debate, make connections and analyse their community and the wider world. Our history teaching begins from an early age; in EYFS children have great opportunities to develop their understanding of the concept of time and change. Pupils in our school generally have a very inquisitive attitude towards the past, however they have limited experience of the use and understanding of key historical vocabulary outside of school. Our curriculum addresses these limitations as we seek to develop our pupils' vocabulary knowledge and understanding. Our history curriculum makes use of resources within the immediate and wider local area enabling children to develop a deep understanding of the rich history of their locality.

2. Implementation

a. Curriculum planning

History at Tow Law Millennium Primary is taught in blocks throughout the year (3 units per year on a two-year rolling programme), so that children can achieve depth in their learning. Teachers have identified the key knowledge, vocabulary and skills of each blocked topic and consideration has been given to ensure progression across topics throughout each year group across the school. In Key Stage 2, the history curriculum is sequenced using common themes to allow pupils to have a frame of reference and consider change over time; buildings and technology, daily life, beliefs and culture and peace and conflict. By the end of year 6, children will have a chronological understanding of British history from the Stone Age to the present day. They are able to draw comparisons and make connections between different time periods and their own lives. The sequence of learning ensures that lessons are relevant and takes account of children's different starting points. Consideration is given to how greater depth will be taught, learnt and demonstrated within each lesson, as well as how learners will be supported in line with the school's commitment to inclusion and equality. Where required, CPD is provided to staff members to increase confidence and knowledge when teaching history.

b. Resources

There are sufficient resources for all history teaching units in the school. We keep these resources in a central store where there is a box of equipment for each topic. The library contains a good supply of topic books and software to support children's individual research. We have a subscription with Durham Learning Resources and class teachers can choose a History box that links to their unit of study if further resources are required.

c. The Foundation Stage

We teach the children in Foundation Stage to 'understand the world' around them as an integral part of the themed work (linked to children's interests) covered during the year. History comes under the Understanding the World section of the Early Years Foundation Stage Curriculum. In our Early Years Foundation Stage Unit, we relate the Understanding of the World aspects of the children's work to the objectives set out in the Early Learning Outcomes and Early Learning Goals, which underpin the curriculum planning for children aged three to five. Understanding the World makes a significant contribution to the Early Years Outcomes objectives by developing a child's sense of the world, forming the foundation for later learning. Activities may include dressing up in historical costumes, looking at pictures of famous people in history or discovering the meaning of new and old in relation to their own lives. Learning about their own family history and exploring objects and technology past and present.

d. Teaching History to Children with Extra Needs

At Tow Law Millennium Primary School, we see teaching and learning as being founded on the principles of opportunity for achievement and excellence for all. In accordance with our school ethos, we support the development of the whole child whilst valuing and celebrating all the special abilities displayed by children.

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 match the needs of individual children and we take into account the outcomes set for individual children in their Support Plans.

We believe that some pupils may have exceptional special abilities and talents and that monitoring these is our responsibility. The more able pupil has particular needs because they demonstrate an exceptionally higher level of ability when compared to pupils of the same age in one or more curriculum areas. We encourage this in history through the use of higher-level questions to deepen their understanding of historical events.

3. Impact

a. Assessing and Recording

Outcomes in history books evidence a broad and balanced history curriculum and demonstrate children's acquisition of identified key knowledge. Emphasis is placed on analytical thinking and questioning which helps pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world and are curious to know more about the past. Through this study, pupils

learn to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.

b. Monitoring and Review

At Tow Law Millennium, the monitoring of foundation subjects is carried out following the whole school annual monitoring programme. The subject coordinator also monitors progress, evidence and pupil voice termly. The work of the history subject leader 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 may review samples of children's work and visit classes to observe teaching in the subject.

Signed: **H McNally**

Policy Reviewed: **Summer 2025**

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If you require this information summarised in another language or format please contact the school office on:



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