

Granby Junior School



History Policy

Review Date	Approved by	Governor Minute Reference
July 2027		

Date: July 2026

Introduction

This document is a statement of the aims, principles and strategies for the teaching and learning of science at Granby Junior School.

This policy will be reviewed by the History Co-ordinator in September 2026 or as required by the School Improvement Plan.

Curriculum Statement

Intent:

History at Granby Junior School aims to stimulate children's intellectual curiosity, interest, critical thinking and understanding of the past. Here at Granby, we recognise the important role that History plays in preparing our children with a lifetime of knowledge, developing the understanding of how to be a good and responsible citizen as well as change and societal development in a context comprehensible to them.

Our objectives are to provide an inclusive curriculum which represents our school community, giving all our pupils the understanding of their place in our world as well as preparing students for their next phase of education. At Granby, we aim for History to improve pupil's cultural capital, understanding of the world and the perception of their heritage. Over time, they will develop a secure understanding of chronology and the diversity of past societies. Skills and concepts are taught in conjunction with motivating and engaging activities including; museum trips, a local history week and visitors from our local community to allow students the opportunity to ask questions about the past.

Implementation:

As a school, we maintain strong links to the national curriculum guidelines to ensure all aspects, knowledge and skills of history are being taught across all year groups. We ensure there are clear skills, knowledge and vocabulary progression throughout the school.

Where appropriate, we use historical artefacts, visitors, workshops and visits to excite and intrigue our children to find out more about events and people from the past. We aim to give our children as much understanding as possible about what it was like to be around during a particular period in history by having practical and experimental lessons where possible. We will use assessment for learning to ensure all lessons are relevant and will help to plan for next steps.

Foundation subjects are assessed at the end of each year stating whether children are working towards, at or exceeding age-related expectations. This is then used to make sure all children are continuing to make progress and any children whose levels drop, or increase can be addressed accordingly.

Impact

Through the high quality of first teaching of history taking place, we will see the impact of the subject in a range of different ways. Through pupil voice, children will be able to talk about the skills and knowledge they have acquired. Children will be engaged in History lessons and want to find out further knowledge. Children will be able to discuss the knowledge taught in history and will be able to discuss think within the history Granby academy sessions as an opportunity to review knowledge.

Work will show that a range of topics are being covered, cross curricular links are made where possible and adapted work set as appropriate. The school environment will be history rich through displays, resources and vocabulary. As historians, children will learn lessons from history to influence to decisions they make in their lives. Assessment and monitoring will show standards in History will be high and will match standards in other subject areas.

Teaching and Learning Style

History teaching focuses on enabling children to think as historians. We place an emphasis on examining historical artefacts and primary sources wherever possible. We give children the opportunity to visit sites of historical significance. We encourage visitors to come into the school and talk about their experiences of events in the past. We focus on helping children understand that historical events can be interpreted in different ways and that they should always ask searching questions, such as 'how do we know?', about information they are given. Children should also be given the opportunity to form their own questions to develop more resilient historians.

We recognise the fact that in all classes there are children of widely different abilities in history and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:

- setting common tasks which are open-ended and can have a variety of responses
- group research tasks are often implemented, where children can then present and share their learning with the rest of the class
- providing resources of different complexity depending on the ability of the child
- At the beginning of each academic year, a historical timeline will be completed at the front of pupils' history books. This will support children in comparing, contrasting, and making connections between the historical topics taught from Year 3 to Year 6.

History Curriculum Planning

We use the national scheme of work for history, followed through the key statements within the national curriculum. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit and progress their skills with increasing challenge as they move up through the school.

We carry out curriculum planning in history in three phases (long-term, medium-term and short-term). The long-term plan maps the history topics studied in each term and forms part of our whole school curriculum overview. We teach the knowledge, skills and understanding set out in the National Curriculum through the corresponding programme of study.

As the basis for our medium-term plans, we use each topic area to give detail of each unit of work for each term. In doing so, we ensure that children have complete coverage of the National Curriculum, but do not have to repeat topics.

We then focus on a specific learning objective for focus which is planned and delivered by the class teacher. We aim to provide children with interactive experiences in History and aim to enrich our opportunities with historical aspects being embedded in the engage and innovate experiences.

The Contribution of History to Other Subjects

English

History contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that we use in the English are historical in nature. Children develop oracy through discussing historical questions or presenting their findings to the rest of the class. They develop their writing ability by composing reports and letters and through using writing frames.

Mathematics

History teaching contributes to the teaching of mathematics in a variety of ways. Children learn to use numbers when developing a sense of chronology through doing activities such as time-lines. Children learn to interpret information presented in graphical or diagrammatic form, for example, hosting a ballot to get the children's thoughts about a particular historical concept.

Information and Communication Technology (ICT)

We use ICT in history teaching where appropriate and we meet the statutory requirement for children to use ICT as part of their work in history at Key Stage 2. Children use ICT in history to enhance their skills in data handling and in presenting written and group work, and they research information using the Internet. Children can also use an iPad to record and use photographic images for evidence.

Personal, Social and Health Education (PSHE) and Citizenship

History contributes significantly to the teaching of personal, social, citizenship and health education. Children develop self-confidence by having opportunities to explain their views on a number of social questions such as how society should respond to poverty and homelessness. They discover how to be active citizens in a democratic society by learning how laws are made and changed, and they learn how to recognise and challenge stereotypes and to appreciate that racism is a harmful aspect of society. They also learn how society is made up of people from different cultures and start to develop tolerance and respect for others. Through the teaching of History within the local area; strong links with the local community have been made to develop a sense of community cohesion.

Inclusion

At Granby Junior School, every pupil is entitled to experience an ambitious, engaging and inclusive history curriculum that develops an understanding of the past, encourages critical thinking and helps pupils appreciate how history has shaped the world they live in today. We believe that every child can succeed in history and that high-quality inclusive teaching enables all pupils to participate, achieve and develop a lifelong interest in the past.

Teachers understand the diverse strengths, experiences and barriers that pupils may bring to their learning and use ongoing assessment to identify and respond to individual needs. Through the graduated approach of assess, plan, do and review, teaching is adapted to remove barriers while maintaining high expectations for every pupil.

Inclusive history teaching is rooted in high-quality classroom practice. Lessons are carefully planned so that all pupils access the same ambitious curriculum through adaptive teaching strategies that support understanding without reducing challenge. These include explicit teaching of historical vocabulary, carefully sequenced learning, visual sources and artefacts, timelines, storytelling, modelled historical enquiry, scaffolded tasks, targeted questioning and collaborative learning. Reasonable adjustments are made where appropriate to enable all pupils to access historical sources, interpret evidence and communicate their understanding while promoting independence and confidence.

Assessment is used throughout lessons to inform responsive teaching, address misconceptions and ensure that all pupils make progress. Where additional support or challenge is required, teachers work collaboratively with the SENDCo, families and, where appropriate, external professionals to ensure every pupil is supported to succeed.

Our inclusive approach enables all pupils, including those with SEND, disadvantaged pupils, pupils learning English as an additional language and those with additional talents or interests, to engage meaningfully with the history curriculum. By removing barriers, valuing diverse perspectives and maintaining consistently high expectations, we ensure that every child develops the knowledge, skills and curiosity to understand the past and its influence on the present and future.

Diversity

At Granby Junior school our curriculum offers a diverse view of the world, beginning in our local community and extending beyond. Through the lenses of British values, children are positively exposed to a range of role models, reflected within the wider society, redressing the balance seen within our local community.

In History, children learn about diversity both in terms of cultural diversity and that of gender. This is shown by the variety of cultures studied across the curriculum as well as the different societies.

In addition to this, both genders have been embedded within the curriculum to ensure children have opportunities to see exceptional and significant individuals that relate to them. The equality development of women is also discussed where appropriate within the studied times.

Black historical figures are studied within all year groups as well as modern history in terms of the impact of the Black Lives Matter movement and how we see this in our everyday lives.

When teaching history, we also contribute to the children's spiritual development where possible. Children learn about the role of the church and the different Gods within each studied religion as well as a range of belief systems.

The history programme of study enables children to understand that Britain's rich cultural heritage can be further enriched by the multi-cultural British society of today.

Safeguarding

We enable pupils to have access to the full range of activities involved in learning history. Where children are to participate in activities outside the classroom, these are planned and undertaken with risk assessments completed accordingly and consideration given to adaptations that can be made for particular children.

Artefacts will be cleaned and ensured they are safe for the children to handle with consideration to where they have come from and the materials used e.g. asbestos in gas masks. Teachers are to be cautious with this if they are unsure in order to safeguard the children.

Assessment, Recording and Reporting

Assessment in History is ongoing and formative with a variety of strategies used such as observation, discussion, marking, questioning and feedback books. Evidence from collaborative work will be displayed in a class floor book. The most significant source of evidence for children's achievement will come from the ongoing evaluation of lessons. Assessment for learning encourages children to be more involved in their learning in History.

Information from this is used to inform teacher's short-term planning and to identify ways forward for learning. Feedback sheets are used by teachers to record during the lesson and identify successes and children that need additional support. These are then used and referred to by the class teacher within further learning opportunities.

Subject Leader Role

The History subject lead is responsible for raising the standards of teaching and learning in History. This will include:

- Overseeing the design and delivery of the History curriculum.
- Developing good practice in their classroom.
- Co-ordinating and ordering resources and managing the budget.
- Monitoring and evaluating resources.
- Monitoring planning and the delivery of the curriculum.
- Working together with colleagues to raise standards.
- Providing stimulus and inspiration.
- Ensuring that the policy documents remain useful and current.
- Yearly audit and action plan.
- Conducting pupil voice.