



**Weobley
Primary
School**

History Policy

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Reviewed by:	History – Sarah Rebbeck (Subject Leader)
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Approved by:	Sharon Thomas – Head of School
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1. Our Mission

'A safe, happy learning environment where everyone is valued'

- The staff at Weobley Primary School are committed to working together to contribute to the healthy growth and development of all our children.
- We aim to create an atmosphere of care, trust and respect in which children feel nurtured, encouraged and valued and staff feel supported by one another.
- Through a stimulating and broad curriculum, we embrace the diversity of cultures, race and social backgrounds.
- We aim for each child to reach their full potential, to be confident and to develop a positive attitude towards their own learning.
- We will provide a wide range of learning opportunities for the children; encourage them to value their own achievements and to celebrate the success of others.
- Our high expectations for achievement include good behaviour, tolerance, cooperation and fairness.
- We welcome active involvement of parents and carers in the life of the school and recognise their vital role in laying the foundation of their children's educational development.
- This partnership is extended to the wider community, where strong, mutually beneficial links are valued.

2. Our Intent

A pupil of Weobley Primary School will:

- To develop children's knowledge of the world around them, from the local area to the wider world.
- To increase children's awareness of human achievement and inspirations.
- To give children the opportunity to understand the concept of time and chronology.
- To help children understand why societies and people live the way they do due to events which have taken place.
- To instill a love of learning, pride and core values in children whilst developing and engaging a diverse history curriculum which helps everyone achieve.

3. Implement of the Curriculum

What does our history curriculum look like?

Pupils will be taught in line with the National Curriculum 2014 and opportunities for teaching history as part of a cross curricular approach will be encouraged where possible.

Teachers use their knowledge of the National Curriculum to plan a series of lessons. Schemes from providers such as Twinkl and PlanBee may be accessed, however, teachers will adapt these to suit the needs of their children and the objectives they wish to cover to ensure the history curriculum is taught in an exciting, engaging and comprehensive way.

The teaching and learning of history will be varied and will be the most appropriate method to address the learning outcome of the lesson.

Children will be taught and will work:

- As a whole class
- In groups (sometimes differentiated by ability)
- In pairs or individually

Time Allocation

History should be taught for 19 hours over the course of a year. To ensure history is taught in the best possible way, class teachers are given flexibility as to how they allocate this time throughout the school year. For example, this may mean a subject is taught in a block over the course of a week rather than for a short period every week or it may be paired with another subject and each subject taught for half of the term.

Cross-Curricular Opportunities

If and where possible, and if of benefit to the children's learning, cross-curricular links, including both the core and foundation subjects, as well as the wider holistic elements, such as PSHE and eco will be developed and delivered.

Extra-Curricular Opportunities

Wherever possible, extra-curricular opportunities are provided.

Inclusion and Equal Opportunities

Activities are carefully planned by the class teacher and will be differentiated where appropriate for children with SEN and equally the more able and Gifted and Talented children. All resources/materials have been reviewed with equal opportunities in mind, e.g. race, gender, ethnicity. Learning experiences in history will be available to every child, regardless of race, gender, class or ability. Pupils will be encouraged to value social and cultural diversity through their experiences in the subject.

We recognise that in all classes, children have a wide range of ability, and so 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 in a variety of ways which include, but are not limited to:

- setting tasks which are open-ended and can have a variety of responses
- setting tasks of increasing difficulty
- grouping children by ability and setting different tasks for each group
- grouping children in mixed ability groups
- providing resources of different complexity, depending on the ability of the child
- using classroom assistants to support the work of individuals or groups of children

Resources

An audit of resources is expected to be carried out bi-annually. Class teachers are responsible for keeping topic specific resources in a convenient place for their needs whilst shared resources are kept in the library and need to be returned after each use.

Health and Safety

Putting children's safety always comes first at Weobley Primary School. Risk assessments are undertaken as part of any activity which is organised off-site.

Further Information

Further detail of the history curriculum can be found in the following three documents:

- National Curriculum for History 2014
- Subject Map - History
- Year Group Subject Map - History

4. Impact

Our history curriculum facilitates sequential learning and long-term progression of knowledge and skills. Teaching and learning methods provide regular opportunities to recap acquired knowledge through high quality questioning, discussion, modelling, and explaining to aid retrieval at the beginning and end of a lesson unit. This will enable all children to alter their long-term memory and know more, remember more and do more as historians.

Assessment

Each lesson in history gives the children the opportunity to self-assess their confidence in the lesson's objective. Self-assessments are compared with the teacher assessments and a decision is made as to whether the whole class, a small group or individuals need further support in this area. This additional support is either delivered by the class teacher or teaching assistant.

5. Role of the Subject Leader

Monitoring

Monitoring is carried out by the Subject Leader, supported by the Head of School in the following ways:

- Informal discussions with staff and pupils
- Work sampling
- Classroom observations
- Assessment folder observations

Training

Any staff training needs identified through monitoring will be organised by the Subject Leader in conjunction with the Head of School.

Evaluation and Review

This policy along with the Subject Map and Year Group Subject Map are reviewed annually by the Subject Leader. A Subject Action Plan is also produced each Autumn term, at the same time, the previous year's action plan is reviewed.