



C.E. Primary School

History Policy

Endeavour - We should endeavour to persevere, be resilient and work hard to be the best we can be.

Colossians 3:23

Intent Statement

The aims of History at St Mary's C.E. Primary School are consistent with our school philosophy:

- ❖ To instil in the children a curiosity and understanding of events, places and people in a variety of times and environments.*
- ❖ To develop an interest in the past and an appreciation of human achievements and aspirations.*
- ❖ To understand the values of different societies both past and present.*
- ❖ To develop a knowledge of chronology within which the children can organise their understanding of the past.*
- ❖ To understand how the past was different from the present and that people of other times and places may have had different values and attitudes from ours.*
- ❖ To understand the nature of evidence by emphasising the process of enquiry and by developing the range of skills required to interpret primary and secondary source materials.*
- ❖ To distinguish between historical facts and the interpretation of those facts.*
- ❖ To understand that events have a multiplicity of causes and that historical explanation is provisional, debatable and sometimes controversial.*

The Governing Body adopted this policy:

Approved by:

Review date: September 2026

School Vision and Motto

It is our belief that there is something extraordinary and wondrous in everybody as unique creations of God. We value all our children as children of God and celebrate difference and diversity all within a safe, encouraging Christian school environment in which all flourish. Therefore, all will aspire with God's strength to reach for the stars.

"I can do all things through him who strengthens me." Philippians 4:1

Contents

1. Subject Statement
2. Implementation (Curriculum)
3. Implementation (Teaching and Learning including inclusion)
4. Impact (Assessment and Recording)
5. Resources
6. Roles and Responsibilities

1. Subject Statement

St Mary's CE Primary School are committed to providing all children with exciting opportunities to engage in history. It sets out a framework within which staff can work, and gives guidance on planning, teaching and assessment.

History is about real people who lived, and real events which happened in the past. History is concerned with sequence, time and chronology and is the study of evidence about the past; it gives us a sense of identity, set within our social, political, cultural and economic relationships. History fires the children's curiosity about the past in Britain and the wider world and plays an essential part in preparing them for living and working in the contemporary world. They will consider how the past influences the present, what past societies were like, how these societies organised their politics, and what beliefs and cultures influenced people's actions. As they do this, the children will develop a chronological framework for their knowledge of significant events and people. They will see the diversity of human experience, and understand more about themselves as individuals and members of society. What they learn will influence their decisions about personal choices, attitudes and values. In history, the children will also learn to find evidence, weigh it up and reach their own conclusions. To do this they need to be able to research, sift through evidence, and argue for their point of view - skills that are prized in adult life.

2. Implementation - Curriculum

At St Mary's CE Primary School, the children follow a concentric curriculum, designed to motivate, engage and inspire the children through a series of history units. For 2025-2026 these units take place across EYFS, Key Stage 1 and 2 during the spring and summer terms. A local heritage unit is also taught during the summer term. Throughout the rest of the year, 'sticky starters' ensure that key knowledge and skills are regularly revisited.

As well as making its own distinctive contribution to the school curriculum, history contributes to the wider aims of primary education. Teachers will ensure that links between subjects are maximized during each unit.

Our long-term and medium-term plans map out the skills and themes covered for each year group. These plans define what we will teach and ensure an appropriate balance and distribution of work across each year.

Early Years

During the Foundation Stage, the children are given the opportunity to find out about past and present events in their own lives, and those of their families and other people they know. Our foundation stage classes will also participate in our Local Heritage unit, which will take place during the summer term. In the foundation stage, history makes a significant contribution in the following area:

Understanding the World

Past and Present ELG

Children at the expected level of development will:

- ❖ Talk about the lives of the people around them and their roles in society;
- ❖ Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
- ❖ Understand the past through settings, characters and events encountered in books read in class and storytelling

Key Stage 1

The National Curriculum Programme of Study at Key Stage 1 focuses on developing children's awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. Children should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at Key Stage 2.

Pupils should be taught about:

- ❖ Changes within living memory.
- ❖ Events beyond living memory that are significant nationally or globally.
- ❖ The lives of significant individuals in the past who have contributed to national and international achievements.
- ❖ Significant historical events, people and places in their own locality.

Key Stage 2

The National Curriculum Programme of Study at Key Stage 2 should continue to allow children to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. In planning to ensure progression, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

- ❖ Changes in Britain from the Stone Age to the Iron Age.
- ❖ The Roman Empire and its impact on Britain.
- ❖ Britain's settlement by Anglo-Saxons and Scots.
- ❖ The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.
- ❖ A local history study.
- ❖ A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.
- ❖ The achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.

Progression and Continuity

The activities in history build upon the prior learning of the children. Whilst we give children of all abilities the opportunity to develop their skills, knowledge and understanding, we ensure continuity and progression so that there is an increasing challenge for the children as they move up through the school. Teachers should refer to the *Progression in History* document.

3. Teaching and Learning

The school uses a variety of teaching and learning styles in history lessons. Our principal aim is to develop the children's knowledge, skills and understanding in history and we use a variety of teaching and learning styles to do this. We believe in whole-class teaching methods and combine these with enquiry-based research activities. We believe children learn best when:

- ❖ They have access to, and are able to handle artefacts.
- ❖ They go on visits to museums and places of historical interest.
- ❖ They have access to sources such as books and photographs.
- ❖ Visitors talk about personal experiences of the past.
- ❖ They listen to and interact with stories from the past.
- ❖ They undertake fieldwork by interviewing family and older friends about changes in their own and other people's lives.
- ❖ They use drama and dance to act out historical events.
- ❖ They are shown, or use independently, resources from the internet, and videos.
- ❖ They are able to use non-fiction books for research.
- ❖ They are provided with opportunities to work independently or collaboratively to ask as well as answer historical questions.

Inclusion

We recognise the fact that we have children of differing ability in all our classes, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies which are differentiated by task, expected outcome and/or support from peers or adults. This is monitored by a book trawl at the end of each teaching unit and via lesson 'drop ins' during teaching.

Effective Questioning using Bloom's Taxonomy

Effective questioning using Bloom's Taxonomy is promoted throughout the school and across the curriculum for the following reasons:

- ❖ Questions stimulate thinking, and often generate more questions to clarify understanding.
- ❖ Good questions generate informative responses often revealing not only misconceptions and misunderstanding, but understanding and experience beyond that expected.
- ❖ Good questions encourage learners to make links.
- ❖ Good questions push learners to the limit of their understanding.
- ❖ Good questions from pupils push teachers to the limits of their understanding too, and challenge them to find better ways of explaining.
- ❖ Good questions offer opportunities for learners to hear others' answers to question; it helps them to reflect on their own understanding.

4. Impact - Assessment and Recording

At St Mary's CE Primary School, assessment is an integral part of the teaching process. Assessment is used to inform planning and to facilitate differentiation. The assessment of children's work is on-going to ensure that understanding is being achieved and that progress is being made. Feedback is given to the children as soon as possible, and marking work will be guided by the school's marking policy.

At the beginning of each history unit, the class teacher will informally assess the children's level of knowledge through an assessment sheet in order to suitably adjust their teaching of the unit taken from the long-term geography plan.

At the end of each unit, each class teacher submits an assessment on Insight, the school's data tracking system. Each child is assessed as working towards the intended outcomes, having achieved the intended outcomes or exceeding the intended outcomes. Each teacher's assessment is based on a combination of questioning during lessons, observations of independent and group work and evidence produced in books. After teaching, the children also go back to the original assessment sheet in books and complete or edit as necessary.

5. Resources

There is a range of age appropriate resources to support the teaching and learning of history, including the local area, across the school. We have a wide range of text books and interactive boards to access the internet as a class. Children's books are kept in the history section of the school library bus and every half term, the librarian loans books out to each year group. An excellent range of historical information texts are available from the library bus and can be taken out by both children and teachers.

Visits are planned to enhance learning and give opportunities for hands-on experiences. People with an interest, or expertise, in a particular topic or area of history should be invited into school to work with the children. These might be parents, grandparents, other family members, neighbours or representatives of the local community.

In September 2019, a large-scale timeline was added as a playground marking to the Key Stage 2 playground. The children are now able to begin their units of study by visiting the timeline and exploring where the topic being studied fits in relation to other periods in time.

6. Roles and Responsibilities

The work of the subject leader is to monitor and support colleagues in the teaching of history, being informed about current developments and competitions in the subject, and providing a strategic lead and direction for the subject in the school.

Monitoring of teaching is carried out through 'drop ins' during lessons and book trawls/book monitoring which are carried out at the end of each unit. These will both focus on coverage of the curriculum and the use of historical enquiry skills, thus allowing the co-ordinator to gain an insight into history teaching across the whole school and help the school to identify areas of strength, which can then be shared. At the end of each unit, feedback is provided during a staff meeting for the teaching staff and SLT. Feedback focusses on intent, implementation and impact.

Policy Monitoring

The history co-ordinator is responsible for the monitoring of the implementation of this policy. The leader reports to the Head teacher on the effectiveness of the policy and to the governing body upon its review. This policy will be reviewed annually.