

Larkrise Primary School



History Policy

Summer 2026

Statement of Intent

Through our History curriculum, the children are provided with opportunities to develop their knowledge on how their local area has developed and changed throughout history. This allows them to celebrate key historical events and significant people associated with their local area.

Aims and Objectives

The aim of History teaching is to stimulate the children's interest and understanding about the lives of people who lived in the past, teaching children a sense of chronology, and through this they develop a sense of identity and a cultural understanding, based on their historical heritage. Thus children learn to value their own and other people's cultures in modern multicultural Britain and, by considering how people lived in the past, they are better able to make their own life choices today. In our school, History contributes to pupils' understanding of how societies function in different times and places. We teach the children to understand how events in the past have influenced our lives today; we also teach them to investigate these past events and, by so doing, to develop the skills of enquiry, analysis, interpretation and problem-solving.

The National Curriculum (2014) for History aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- 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
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales

Intent

We believe that an engaging and motivating History curriculum will enable our learners to:

- Use thinking and creativity to understand how the world has changed throughout history.
- Begin to understand how Britain has developed and changed through key historical time periods.

- Make deep links with english, science, design and technology and British Values.
- Build knowledge of significant historical events, people and begin to use historical vocabulary to discuss their understanding and knowledge.

Implementation

History teaching focuses on enabling children to think as Historians. We place an emphasis on examining historical artefacts and primary sources. In each Key Stage 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 recognise and value the importance of stories in History teaching and we regard this as an important way of stimulating interest 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.

We recognise the fact that in all classes there are children of widely different abilities, languages and cultures 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;
 - setting tasks of increasing difficulty, some children not completing all tasks;
 - providing resources of different complexity according to the ability of the child to access said resources
- Activities will include the use of story, discussion, role-play, video, primary and secondary sources of information, artefacts and visits to places of historical interest.

The Role of the Subject Co-ordinator

The History co-ordinator has the responsibility of:

- Ensuring all teaching staff have and are following the National Curriculum 2014 aims, objectives and programmes of study.
- To Support all staff on assessing History and monitor progress with link Governor.
- The History co-ordinator to offer advice on resources and teaching approaches and to monitor the subject throughout the school.

History Curriculum Planning

Teachers are to use the National Curriculum, Connected Curriculum, EYFS Framework and the Weaving document as the basis for our curriculum planning, adapted to the local context and the Context for Learning themes in each year group. Class teachers ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each context and we build planned progression into the work of each year group so that the children are increasingly challenged as they move up through the school.

Curriculum planning in History is completed in three phases (long-term, medium-term and short term). The long-term plan, i.e. the curriculum map, outlines the History topics studied in each year. Details of the range covered is included on the medium term planning ,whilst individual lesson plans, activities and learning objectives are included on the short term planning. We teach the knowledge, skills and understanding set out in National Curriculum 2014 through the corresponding programme of study.

Topics in History are planned so that they build upon prior learning. Children of all abilities have the opportunity to develop their skills and knowledge in each unit and, through planned progression built into the context for learning; we offer them an increasing challenge as they move up the school. Children are also provided with opportunities to learn, understand and use complex historical vocabulary within their lessons and work.

History in EYFS

History is taught in the Foundation Phase as an integral part of the context work covered during the year, relating the History side of the children's work to the objectives set out in the Early Learning Goals. History makes a significant contribution to developing an awareness of the past through stories, role play, visits and construction.

The Contribution of History to Teaching in Other Curriculum Areas

English

The skills covered in History are:

- Developing oracy skills in History.
- Developing reading skills in History.
- Developing writing skills in History.

History contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. A number of the texts that we use in Literacy 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

The skills covered in History planning are:

- Developing numerical reasoning in History.
- Developing using number skills in History.
- Developing using measuring skills in History.
- Developing using data skills in History.

History teaching contributes to the teaching of Mathematics in a variety of ways. For example, 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 diagrammatic form.

ICT

Children are given opportunities to:

- Find and develop information on the internet and other sources such as CD-ROMs

- Use audio and video equipment competently to record and improve their work for example record each other in role-play
- Present information in a variety of formats, for example word-processing and/or graphics

Thinking skills

Children are encouraged to and given opportunities to:

- Ask fundamental questions
- Explore and make links between different time periods studied
- Plan investigations by gathering and utilising a range of sources
- Evaluate and justify their personal responses
- Use a range of critical and creative problem solving techniques to develop ideas and explore and challenge interpretations
- Develop their thinking skills through historical enquiry and reflecting on key questions, ideas and interpretations.

Equal opportunities

The content of History in the school will be appropriate for all children. They will all have the opportunity to reach their full potential in History irrespective of their age, ethnicity, language, religion or belief, disability or sexual orientation – see school Equality Policy for more information. Teaching will encourage sensitivity towards and respect for different views and beliefs. History work may be differentiated by both task and outcome at a level appropriate to the child's age and ability.

Assessment, Impact, Recording and Reporting

Teachers at Larkrise use the school's Assessment policy the Weaving document to inform their practice. Teachers evaluate short term plans and use this to inform future learning in History. In line with the school's Assessment Policy, teachers aim to involve children in reflecting on their own progress within lessons. Children's work in History is assessed by making formative judgements as we observe the children during lessons. These judgements are assessed against the skills found on the Weaving document. Once the children complete a piece of work, it is marked, and commented on in relation to the Learning objective, the success criteria and a child's personal targets. There is an agreed policy for marking and feedback (see policy) that enables us to promote consistency.

Staff use formative assessment processes, including supported field notes, to plan future work with the pupil, to provide the basis for assessing the progress of the child and to pass information on to the next teacher at the end of the year.

The History co-ordinator will ensure they are aware of different samples of work from across the primary phase, to ensure consistency, progression and appropriate level of challenge.

Resources

Resources are provided for all History teaching units in the school and are kept in classrooms, the resources room and the school library. Resources are provided to ensure teachers are able to implement the requirements of the History Curriculum, and are divided into 'topic boxes' relating to

each unit of work which are stored in classrooms. Many history lessons will involve the use of online resources.

Monitoring and Evaluation

The History Co-ordinator is responsible for monitoring the standard of the children's work and the quality and impact of teaching in History. The History Co-ordinator is also responsible for supporting colleagues in the teaching of History, for being informed about current developments in the subject, for resources and for providing a strategic lead and direction for the subject in the school.

The History Co-ordinator gives the Head teacher an annual self-evaluation report in which s/he evaluates the strengths in the subject and indicates areas for further improvement. We allocate leadership and management time for the vital task of reviewing samples of children's work and for visiting classes to observe teaching in the subject. An annual action plan is always in place to drive further improvements. A named member of the school's governing body is briefed to oversee the teaching of History.

Links with the local and wider community

Emphasis is placed on providing real and stimulating experiences for the children in order to enhance their learning in History. Field trips to places of interest and significance in the local area are undertaken by most year groups.

Governors

The link Governor in History will monitor the role of the subject leader annually. Updated subject leader annual report in History will be accessible to all governors in order to ensure the governors are updated in general in the development of History in our school.

Review date:

This policy will be reviewed and amended as required on a three yearly basis. The next review is due Summer 2029.