

History Leader: S. Casey  
Date policy written: September 2025  
Date approved by full Governing Body:  
Date to be reviewed: September 2025  
Governor: K. Stephens

## St. Peter's C.E. Primary School History Policy



### *'Let Your Light Shine'* **Matthew 5:16**

At St Peter's we believe that our children can **shine** as we strive for every member of our family to succeed and flourish through our values centred curriculum; to enable our children to grow in confidence with God's **love**, to **challenge** each other and ourselves and be **inspired** to love God and learning, as disciples of Jesus Christ.



### Vision and Values

At St Peter's we are committed to ensuring that children receive a broad and balanced curriculum, which will allow each individual to realise their full potential and to develop their character and values within a supportive and caring environment. We aim to provide children with an experience of History which is valid, stimulating and informative. We encourage a lively questioning approach, which engages children in developing an interest and curiosity about the past and allows them to consider how these events affect present day and shape our future.



### Fundamentals

*"The longer you look back, the further you can look forward."*

- History raises and answers questions about the children's lives and the lives of others. It develops knowledge of important events around the world and gives the children a greater understanding of how over time events have changed the world.
- Effective History lessons will allow pupils to consider the 'bigger picture' and to explore how periods have overlapped and where cause and effect have come into play.
- History allows children to explore the important concepts of change, continuity, cause, consequence, similarities and differences, sources and evidence and interpretation.
- History can encourage pupils to think about their own place in the world, their values, and their rights and responsibilities to other people.



## History Intent

Above all, our intent is for all children to develop the skills to become questioning and curious historians. We believe these skills will be beneficial in many other subject areas and indeed as a life skill. We are determined that alongside historical knowledge there will be a high focus on the development of specific historical skills and an understanding of how historians work.

At St Peter's we strive for each child to be able to:

- develop a curiosity and understanding of events, places and people in a variety of times and environments.
- have secure understanding of the 'big ideas' and concepts of History that are important to the periods of History studied.
- develop an appreciation of human achievements and aspirations.
- think critically and be able to support, evaluate and challenge their own and others' views using historical evidence from a range of sources.
- learn about the major issues and events in the history of our own country and of the world and how these events may have influenced one another.
- develop a knowledge of chronology within which the children can organise their understanding of the past.
- distinguish between historical facts and the interpretation of those facts.
- understand that events have a range of causes and that historical explanation is provisional, debatable and sometimes controversial.
- understand how historians investigate the past and how they construct historical claims.



## History Implementation

Teacher's planning in History is aligned with the statutory requirements set out in the National Curriculum. We refer to our school progression of skills for History which outlines what is taught in each year group as well as our progression of vocabulary. Nine key concepts or 'big ideas' have been chosen to link units of study from EYFS through to KS1 and KS2:

Achievement/Legacy	Significant	Invasion
Cause and Consequence	Equality	Settlement
Similarity and Difference	Change and Continuity	Civilization

These concepts will be revisited and repeated throughout a child's History journey in the school ensuring they have a secure understanding of what they mean and can use this knowledge to deepen their historical thinking and enquiry.

We have some mixed-age classes, therefore at both KS1 and KS2 we operate a two year rolling cycle. In so doing, we ensure that children have complete coverage of the National Curriculum, but do not repeat topics.

There is a focus on the pupils having the opportunity to take part in the 'Enquiry Process' (Appendix 1) within the period of History they are studying. This allows for the opportunity to work together to

explore primary/secondary sources and hypothesise about what can be inferred or found out from the evidence.

Consideration is given to how greater depth will be taught and demonstrated in lessons and teachers are encouraged to use digging deeper questions to encourage children to think critically about the period they are learning about. Wherever possible the units of work for History are enriched by looking at the History of the local and regional area and how this relates to British and World History. History is taught in blocks throughout the year, which allows for a greater depth in learning to be achieved.

We aim to enhance the learning experience for our pupils by inviting visitors/workshops into school or arranging trips out. We appreciate the value that such events have in bringing History to life for pupils.

## EYFS

Early years explore historical themes and content through the Understanding of the World strand of the EYFS curriculum. This involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places and time.

## KS1

During Key Stage 1, children begin to develop an awareness of the past, using common words and phrases relating to the passing of time. They start to 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 start to use, and begin to evaluate, some of the ways in which we find out about the past and identify different ways in which it is represented. Children are taught to identify changes within living memory, for example by examining how toys and entertainment have changed within living memory and what this reveals about changes in national life. Children also investigate events beyond living memory, to develop a growing sense of chronology and awareness of time and changes over time.

## KS2

Throughout Key Stage 2, pupils continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing a clear narrative. They should regularly address and sometimes devise historically-valid questions about change, cause, similarity and difference, and significance. They will have the opportunity to regularly take part in the 'Enquiry Process' (Appendix 1) allowing them to build their own historically valid claims and to form relevant questions about sources. Children will learn to select, organise, review and present relevant historical information. Children will begin to understand how our knowledge of the past is constructed from a range of sources and that sources need to be carefully evaluated.

A variety of teaching approaches are encouraged:

- Role-play and story-telling.
- Critical analysis and evaluation of sources of evidence.
- Hot seating and a variety of drama techniques such as freeze frames/conscience alley.
- Use of human timelines and VAK timelines when teaching chronology.
- Investigating artefacts, maps, photographs, paintings and other sources of evidence.
- Use of our St Peter's outdoor timeline to build understanding of chronology.
- History events held in school e.g. St Peter's Antiques Roadshow/HER story afternoon.
- Computing- interactive white board and internet resources, use of augmented reality resources.
- Fieldwork, visitors and visits to museums and sites of historic interest.
- Links to Special Events e.g. celebrations or commemorations of local/national importance e.g. The Queen's Platinum Jubilee/The death of Queen Elizabeth II.

Across Key Stage 1 and Key Stage 2, pupils develop the skill of creating a double page spread of their learning in a particular History topic. This provides pupils with the opportunity to demonstrate understanding of taught knowledge and concepts, whilst also allowing them some independent and personalised classroom learning.



## Assessment and Analysing Impact of Teaching and Learning

Assessment for learning is continuous throughout the planning, teaching and learning cycle. Assessment is supported by use of the following strategies:

- Observing children at work, individually, in pairs, in a group and in class.
- Informal low stakes quizzes.
- Using open ended questions that require children to explain and unpick their understanding.
- Providing effective feedback, including through challenge questions where appropriate.
- Book monitoring of outcomes of work to evaluate the range and balance of work.

At the beginning of each History lesson, children take part in a 'Step Back in Time' activity where they review previous knowledge learned or revisit a key concept. This helps them to know more and remember more as well as preparing for future learning by building on their prior learning.

Each class has access to their own class memory box where they store examples of work/photos/videos/newspaper clippings and wow moments from their History learning. This memory box moves through the school with them allowing them to reflect on their prior learning and make links between previous periods of History studied.

At the end of a unit of work, teachers refer to a topic front cover sheet which outlines the key knowledge and skills to be covered throughout. They can then assess the children against these outcomes and keep track of the children who are working at, below or above expectations. Teachers record these judgements on the online tracker in the Summer term. The leader is then able to use this data to analyse children on track and make comparisons between different groups of children. This allows the leader to monitor where there are areas for development and make this a focus of future action.



## Inclusion

At our school, we believe that all pupils are entitled to access the History curriculum at a level appropriate to their needs. The school considers it important that children are not prevented from gaining access to the knowledge and skills in the History curriculum by virtue of limitations in their learning abilities. To ensure inclusion, teachers use a range of strategies to ensure accessibility as well as to provide appropriate challenge to different groups of learners.



## Equal Opportunities

All children regardless of their race, sex, religion, religious belief or ability will be given equal opportunities to develop their knowledge, skills and understanding of History. British History, where possible, is set within the context of Europe and the World. When selecting source material, a range of perspectives and viewpoints are represented, including those of men and women of different racial, national or religious groups. Care is taken that societies are not just represented from the British perspective but also from their

own. The importance of the pupil's own cultural background is recognised as a resource which may give an alternative view of events from the past as well as the present.



### **Resources**

A budget is allocated each year for History, but this can vary in amount depending on the priorities for the whole school budget. The History leader is responsible for consulting staff and purchasing suitable resources. Resources also include trips outside the school building to support History teaching. All resources and topic boxes are stored in the resource room.

People with an interest or expertise in a particular topic or area of history are encouraged to come into school to work with the children. Such visitors may include parents, grandparents, and people from the local community.



### **The Governing Body**

Regular reports are made to the Government Body through the Curriculum Sub Committee and the Governor with responsibility for History. The leader and History Governor meet to discuss achievements and current priorities/actions for the subject.



### **Consultation, Management and Review**

The History leader is always willing to advise and support staff in delivering different periods of study and in planning for assessment. Staff meetings have been designated to History to ensure staff are aware of recent updates in this subject and how identified areas can be improved upon. A regular allocated time is given to the leader for the monitoring and evaluation of History. The leader has planned opportunities for learning walks, work sample monitoring, planning monitoring as well as pupil interviews. The information and feedback gathered from this is then fed back into the action plan for the following year and areas for development are addressed. Staff development needs are ascertained through staff audits and work/planning monitoring.

The scheme will be reviewed in line with the long term School Development Plan.

# History The Enquiry Process

- a) look at a source (or two)
- b) ask questions about this source
- c) suggest a hypothesis (a possible answer to your question)
- d) investigate some more sources, ask more questions
- e) use this new evidence to test and build your hypotheses until you reach an answer you are happy with



