

HISTORY POLICY

This policy was approved by Governors on 20th November 2025 will be reviewed in Autumn 2026.

1. Introduction

- 1.1 History is a non-core subject in the National Curriculum. This policy outlines the purpose, nature and management of history taught in our school.
- 1.2 This policy was compiled by the subject co-ordinator in consultation with all members of staff and the Governing Body. We want all children to be engaged by history and use our drivers of curiosity, collaboration and resilience to achieve this. In line with our school vision, we believe all children can flourish and should have opportunities to aspire to be historians should they wish.
- 1.3 The implementation of this policy is the responsibility of the Headteacher and all teaching staff.

2. The Nature of History

- 2.1 History stimulates pupils' interest and understanding about the lives of people who lived in the past.
- 2.2 In this curriculum area, we aim to develop children's understanding of British, local and world history using a question-based approach, which allows children to think critically and ask their own perceptive questions about the past.
- 2.3 To help children to develop a secure understanding of chronology, children are given the opportunity to use different sources, including non-fiction and fictional accounts of historical events and artefacts.
- 2.4 Through their work in history, pupils develop a sense of chronology, identity and cultural understanding based on their historical heritage. Pupils understand how events in the past have influenced their lives today. As a result, pupils gain a better understanding of our society and their place within it, thus developing a sense of their cultural heritage which they are able to interpret.
- 2.5 Pupils learn about significant events in history and start to appreciate how things have changed. Children will also be given regular opportunities to note connections, contrasts and trends over time, and to question similarities and differences between events and periods in history as well as developing appropriate use of historical terms
- 2.6 Pupils develop their knowledge and understanding of historical development across the wider world using the concepts of change and causation, community and democracy.
- 2.7 Pupils develop the skills of enquiry, investigation, analysis, evaluation and presentation.

3. Entitlement

- 3.1 All pupils have an entitlement to access the National Curriculum programmes of study. The entitlement for history is shown on the school's curriculum framework.
- 3.2 We place emphasis on examining historical artefacts and primary sources wherever possible. We encourage visitors to come into the school and talk about their experiences of events in the Past. We also arranging visit to enhance learning, where appropriate.
- 3.3 The school has used the Primary Curriculum (2014) to produce a curriculum framework and scheme of work. This shows how the programmes of study have been translated into practical, manageable

teaching plans, but teachers have freedom to teach History skills and knowledge in different contexts that cross subject boundaries. Each year group has produced knowledge organisers outlining the knowledge and vocabulary for the different terms focusing on our school drivers of 'community', 'language' and 'well-being'.

4. Implementation

- 4.1 The programmes of study set out in the Statutory Orders form the content of the school curriculum for History in Key Stages 1 and 2.
- 4.2 In the Foundation Stage, History is taught as an integral part of the topic work covered during the year and follows the objectives set out in the Early Learning Goals which underpin the curriculum planning for pupils age three to five.
- 4.3 The long-term plan needs to reflect the coverage of the programmes of study for key stages 1 and 2. There are a number of key concepts that underpin the study of history. Pupils need to understand these concepts in order to deepen and broaden their knowledge, skills and understanding.
- Chronological understanding
 - Knowledge and understanding of events, people and changes in the past
 - Historical enquiry
 - Historical interpretation
 - Continuity and change
 - Cause and consequence
 - Similarities and differences
 - Organisation and communication
- 4.4 Pupils are taught in their normal classes for history.
- 4.5 All teachers are responsible for planning and teaching history.
- 4.6 History forms part of the school's curriculum policy to provide a broad and balanced education for all pupils whatever their ability. We provide learning opportunities that match the needs of all pupils, including those with learning difficulties, and take into account the targets set for individual pupils in their Additional Needs Plans.
- 4.7 Activities are planned in such a way as to encourage full and active participation by all pupils irrespective of ability, race or gender.

5. Assessment

- 5.1 Pupils' work in history is assessed informally at the end of each unit. These formative teacher assessments against key learning objectives contribute to a summative assessment at the end of each academic year and are communicated to parents and their next teacher, via the pupil's annual report.
- 5.2 Progress in the children's learning, specifically related to history skills, is shown in their books, in displays on the walls, in conversation, in their learning and behaviour observed.
- 5.3 Non-statutory assessment is recorded on Arbor.

6. The contribution of history to Literacy and Numeracy

6.1 English

History contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Opportunity are made to link history with English, as reading and writing in history stretch children and extend their English skills across a range of genres. Pupils develop oracy through discussing historical questions or presenting their findings to their peers and to the rest of the school community during class assemblies. Children also develop their speaking and listening skills through use of drama and role-play in their history lessons. Drama is used to explore the lifestyle of people in the past, for example the Anglo Saxons and Viking invasions. The history of the English language can be studied by examining how certain vocabulary was introduced into the language due to historical events and the meaning behind British place names.

6.2 Mathematics

History teaching contributes to the teaching of mathematics in a variety of ways. Pupils learn to use numbers when developing a sense of chronology through activities such as time lines. Pupils learn to interpret information presented in graphical or diagrammatic form, for example when analysing population statistics. Pupils learn about other number systems, for example Egyptian and Roman recording of number.

6.3 Information and Communication technology (ICT)

We use ICT in history teaching where appropriate. Pupils use ICT to access historical websites for research purposes and as a means to present their work.

6.4 Personal, social and health education (PSHE) and citizenship

History contributes significantly to the teaching of personal, social, citizenship and health education. Pupils 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 learn how society is made up of people from different cultures and start to develop tolerance and respect for others.

6.5 Spiritual, moral, social and cultural development

When teaching history we contribute to the pupil's spiritual development where possible for example 'What are we remembering on Remembrance Day?' We also provide an opportunity to discuss moral questions, or what is right or wrong, when studying topics such as Victorian child labour and changing rights. Pupils learn about the role of the church in history and they find out how British society has changed over time. The history programme of study enables children to understand that Britain's rich cultural heritage can be further enriched by the multi-cultural society of today.

7 Resources

7.1 History resources are stored centrally between Year 5 and Year 6 classrooms.

7.2 Visits are planned whenever possible, for example:

- Lincolnshire Life Museum
- The Lincoln Toy Museum
- Mrs. Smith's Cottage, Navenby
- NAG (Navenby Archaeological Group) Roman Excavations
- The Workhouse/The Victorian Mines

- Creswell Crags (Prehistoric Man)
- The Collection, Lincoln
- East Kirkby, (WWI and WWII studies)
- Wild Woodcraft (Stone Age)

7.3 The local community is also used as a resource, for example Ermine Street, when studying the Romans; Mrs. Smith's Cottage; the church and grounds of St. Peter's for archaeological information.

7.4 Each class will have a timeline up which shows key era studied in Year groups prior to their current class.

8 Background Documentation

This policy was informed by reference to the Statutory Orders for History and the National Curriculum Document for history.

Policy Approved: Full Governors meeting 20th November 2025

Signed: Chair of Governors:Mr J Kirby

Head teacher:Mr C Elliott