



History Policy

History Statement of Intent

It is our intention through history to help the pupils of Bankfields Primary School make sense of the present as well as the past, and to appreciate the complexity and diversity of human societies and development. We aim to develop our pupils' curiosity by providing learning opportunities about real people and significant events that happened in the past in Britain and the wider world. Through our carefully planned enquiry-based history curriculum, it is our intention for pupils to develop their substantive knowledge of the past alongside their knowledge of history as a discipline. We intend for our pupils to gain a rich knowledge of the period they are studying to enable them to engage meaningfully with the past, which is underpinned by a secure understanding of chronology within and across historical eras. Through the teaching of our six threshold concepts: chronological understanding, significant individuals, trade, oppression, advances throughout history and war and invasion, it is our aim to support pupils in the development of new historical knowledge as they progress across school. It is our intention through using disciplinary concepts such as cause and effect, change and continuity, similarity and difference and historical significance that our pupils are taught how historians construct knowledge using sources of evidence about the past and to make valid conclusions about past events.

Aims and Objectives

The aim for history in the national curriculum is to promote high standards of knowledge by equipping pupils with a secure understanding of the complex features of past events, ideas and societies, and to develop their love of learning through meaningful engagement with the past. The national curriculum for history aims to ensure that all pupils:

- have a rich knowledge of the historical periods they are studying;
- have a knowledge of substantive threshold concepts, which will aid pupils in developing new historical knowledge;
- build a secure chronological framework to help them to navigate the past and remember information about specific events;
- make historical judgements and draw valid conclusions based on secure knowledge;
- can analyse the past and discover answers to questions using disciplinary skills such as causation, change and continuity, similarity and difference and historical significance;
- learn that knowledge about the past is based upon evidence gained from a range of primary and secondary sources of information;
- understand that historians interrogate sources to establish evidence to answer questions about the past;
- will make progress in history by knowing and remembering more about the past.

Implementation

History Teaching in the Foundation Stage

In the Foundation Stage children are provided with opportunities to find out about past and present events in their own lives and their families. In the Foundation Stage history makes a significant contribution to developing a child's understanding of the world. History is taught through child-initiated and adult-led activities, which help our pupils to begin to make sense of complex new concepts. Children are introduced to concepts such as king, battle, war, and famous through stories, rhymes and activities, which allow the children to learn about specific past events in preparation for KS1.

Key Stage One

In KS1, pupils develop an awareness of the past using common words and phrases relating to the passing of time. They are encouraged to know where people and events they study fit within a chronological framework and identify

similarities and differences between ways of life in different periods. Children are expected to use a wide vocabulary of everyday historical terms, and to ask and answer questions 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 KS1 pupils will be taught:

- 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. Some should be used to compare aspects of life in different periods (for example, Christopher Columbus, Captain Cook and Neil Armstrong);
- significant historical events, people and places in their own locality.

Key Stage Two

Pupils should continue 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 will 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. They will 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.

It KS2, pupils will be taught:

- about the 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;
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor;
- a local history study;
- Medieval Britain during the Middle Ages, including the social changes, the feudal system and the impact of the Black Death and the Great Plague through to the Renaissance;
- the Tudor period in which the Church of England was established through the Reformation, monasteries were dissolved and years of discord between Protestants and Catholics followed.
- the achievements of the earliest civilizations such as Ancient Egypt;
- the impact of WWII on the lives of British men, women and children;
- the legacy of Greek culture through a study of their achievements and influence on the western world;
- the Mayan civilisation and its contrasts with British history.

Teaching and Learning

At Bankfields Primary School, children learn history through a knowledge-based curriculum, where key knowledge for each topic is identified and expected to be remembered. This allows children to gain a deeper understanding and to make connections between their learning, enabling them to make sense of the world around them. As part of our enquiry-based history curriculum, we involve the use of key questions which focus upon factual, conceptual and debatable content. Learning is enriched further through, visitors, visits and access to a variety of primary and secondary sources of information. Pupils are provided with opportunities to work independently or collaboratively to discover answers to historically valid questions.

Planning

Our long-term scheme of work is based on the requirements for history set out by the National Curriculum for Key Stages 1 and 2. It outlines coherent topics for each year group and allows for curriculum continuity and progression in children's learning. Our threshold concept progression grids, outline the progression of how concepts are introduced and developed across school.

Medium-term/short term planning defines the learning objectives and outcomes for each period of history studied and the enquiry-based questions that will enable these to be achieved. We also indicate which of our substantive threshold concepts are most relevant to each lesson. Key knowledge to be learnt by the end of the topic is specified and retrieval practice at the beginning of each lesson is utilised to help children to remember this key knowledge. The sequence of activities outlined, promote progression, and ensure a broad and balanced distribution of work across each term.

Assessment and Recording

In history, assessment is ongoing and continuous through formative teacher assessment. Informal, diagnostic judgements allow teachers to give meaningful feedback to children about the success of their learning by identifying each child's progress in each aspect of the curriculum, determining what each child has learned and what should therefore be the next step in their learning. Formative assessment also enables pupils to be involved in their own assessment. At the end of each term, class teachers evaluate work carried out by pupils so that progress against key objectives can be accurately recorded on our history assessment grids.

Monitoring and Evaluation

Biannually, the history subject leader will conduct a range of monitoring activities, including lesson observations, learning walks, discussions with pupils and teachers, book looks and planning reviews to form judgements in evaluating whether targets from the history action plan have been met, which are then recorded on a monitoring analysis record. Strengths and areas for development are then shared with staff. Class teachers are responsible for ongoing evaluation of teaching methods and pupils' progress in history.

Inclusion

Success is expected for every pupil. They should reach their full potential, recognise personal strengths and be able to celebrate the achievements of themselves and others; both within the school and its wider community. Teaching will ensure that history is accessible to all children by planning history lessons that are challenging for children of different abilities and aptitudes in each year group of each key stage; motivate children, enabling them to understand and review their own learning; cater for children's diverse learning needs; overcome potential barriers to learning and assessment for individuals and groups of children and differentiates work through activities and expected outcomes.

Equal Opportunities

All pupils should have access to the whole history curriculum and resources, regardless of race or gender. There are opportunities for researching and drawing information from other cultures. An appreciation of historic achievements achieved by different cultures should be taught.

The Role of the History Subject Leader

The role of the history subject leader is to:

- seek to enthuse pupils and staff about history and to promote high achievement;
- advise and support staff in the planning, delivery and assessment of history;
- monitor and evaluate the standards of children's work and the quality of teaching in history throughout the school;
- undertake a range of monitoring activities of history teaching across the school;
- keep up to date with current developments by attending courses and disseminate this information to staff through inset and subject leader meetings;
- purchase, organise and maintain teaching resources and manage a delegated budget;
- advise the Headteacher of any action required and keep them informed of strengths and weaknesses in the subject, indicating areas for further improvement.

Health and Safety

Children work in a safe environment both in and out of the classroom. When conducting fieldwork or on trips, children are supervised and are made aware of any potential danger such as busy roads or water hazards. Risk assessments are carried out if children engage in learning for history off the school site.

Parental and Community Involvement

As with all areas of children's learning, we encourage the support of parents to help us to enhance learning. This could include help with research, homework, artefacts and invitations to come in and talk about their past or by engaging in family learning afternoons.

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Mrs K. Lee

History Subject Lead