History Policy

Date approved	Committee responsible for review of policy	Next review date	Policy on website	Statutory policy
September 2025	FGB	September 2027	No	No

Headteacher: Mrs Fiona Micklefield

1. Purpose of the policy

This policy reflects the aims and values of St Lawrence CE Primary School. It ensures all stakeholders, including staff, governors, parents and pupils, are working towards the same goals.

The purpose of this policy is to:

- Set out a framework for all teaching and non-teaching staff, giving guidance on planning, teaching and assessment
- Demonstrate adherence to the National Curriculum objectives and guidelines (if appropriate)
- Provide clear information to parents and carers about what their children will be taught
- Allow the governing board to monitor the curriculum
- Provide Ofsted inspectors with evidence of curriculum planning and implementation

2. Subject vison

At St Lawrence CE Primary School, it is our intent to provide children with a broad and balanced History Curriculum which will stimulate their curiosity about the past and help them understand how it affects their lives today. Historical topics will enable them to gain a coherent understanding of significant moments in Britain's past, as well as understanding of ancient civilisations. Pupils will see how the town of Alton, the Church of St Lawrence and the school itself fit into the story of the History of Britain. They will build their understanding of chronology and topics will enable them to compare significant, characteristic features of different time periods. The History curriculum will provide opportunities for pupils to develop skills of enquiry, investigation and analysis. They will be able to ask perceptive questions, think critically and weigh evidence to develop perspective and judgment.

3. Aims and outcomes

At St Lawrence CE Primary School, our aims for History are taken from the National Curriculum. We aim that our History Curriculum ensures 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 History – key stages 1 and 2
- 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..

4. Teaching and learning

At St Lawrence CE Primary School, teachers impart good subject knowledge to lead learning within History units to show how people's lives have shaped this nation and to show how Britain has influenced and been influenced by the wider world.

Children use quality primary and secondary sources and artefacts to build their skills of enquiry and investigation. They will visit sites of historical interest both locally and further afield to enhance and enrich their learning. Where possible, units are placed chronologically to build pupils' sense of time. Children will learn about the characteristic features of periods of History and will also explore the concepts of cause and consequence, as well as continuity and change throughout a time period and over longer periods of time. There are regular opportunities to revisit learning, supported by knowledge organisers, which help to embed knowledge. Cross-curricular links are made, where appropriate, to allow children to deepen their understanding.

Teaching approaches are varied, but might include:

- Whole-Class teaching
- Small group discussions and debates
- Handling artefacts
- Looking at historical images
- Use of historical maps
- Individual projects/research
- Use of primary sources eg first-hand accounts, photographs
- Use of secondary sources eg non-fiction books and websites
- Role play
- Trips to sites of historical interest and museums
- Visits from experts
- External speakers

5. Curriculum overview

Please see the hyperlink below which takes you to the whole school subject overview on the school website where you can see the subject content across all year groups from EYFS, Key Stage 1 to Key Stage 2.

Curriculum overview

5.4 Programmes of study

Please see the hyperlink below which takes you to the National Curriculum.

National Curriculum

6. Cross-curricular links

In History there are many opportunities for cross curricular links. These may include:

- English: development of literacy skills through reading and writing
- Maths: analysing numerical data and understanding chronological terminology
- Geography: reading maps and developing awareness of how places change over time
- Spiritual, moral, social and cultural (SMSC): encourages empathy towards other cultures and religions, and reflection on moral issues
- Art: analysis of paintings and other artwork at different periods of history enables historians to learn about the artist and the subject of the artwork
- Music: music and musicians throughout time are influenced by external factors which are evident through their compositions and performances.

7. Assessment and recording

7.1 Assessment

St Lawrence CE Primary School uses assessment to enable staff to understand what pupils have learnt before, what they need to learn now and what they will learn next.

Formative assessment
Formative assessment is ongoing and will be used to inform teachers in relation to their planning, lesson activities and differentiation.

Summative assessment
Summative assessment is recorded at the end of each unit of work.

Feedback

Children receive regular feedback during the lesson and can receive this at the beginning of the next.

7.2 Recording

Pupils will record their learning in the following ways:

- Subject books
- Year R Individual Learning Journey or on Tapestry

This may take the form of photographs, pictures, notes or written work, and may be worksheet-based or fully independent.

8. Resources

8.1 Educational equipment

In History, teachers may use some of the following resources to support learning:

KeyStage History website: www.keystagehistory.co.uk

Hampshire artefact boxes

A range of non-fiction books

Fictional accounts of historical events

8.2 External speakers, local museums, trips

Educational trips and visitors play a valuable role in our primary school history curriculum. They help bring history to life by providing real-world experiences that deepen children's understanding of the past. Visiting historical sites or welcoming guest speakers allows pupils to engage with different time periods in an exciting and memorable way. These experiences support classroom learning, spark curiosity, and help children make meaningful connections with historical events, people, and places.

Trips include:

Milestones Museum, The Watercress Line, Sea City, Butser Ancient Farm, Fort Nelson, Fishbourne Roman Palace, AD848 and Winchester Museum and the Curtis Museum.

Visitors to school include:

Portals to the Past Egyptian Workshop, Inventors and Makers Ancient Mayans Workshop, Geoff Thorn (English Civil War at St Lawrence Church) and Ancient Greek Workshop

9. Roles and responsibilities

9.1 Headteacher

The headteacher at our school will:

- Support the subject leader but also hold them to account for the effectiveness of the subject
- Support staff through the provision of training and resources
- Monitor the planning and delivery of the subject
- Ensure the requirements of the National Curriculum are met
- Ensure this policy is reviewed according to the timescales set out

9.2 Subject leader

The subject leaders at our school will:

- Prepare and review subject policy and curriculum plans
- Promote the study of the subject throughout the school
- Monitor the teaching and assessment of the subject
- Attend appropriate CPD
- Stay informed regarding developments in the study and teaching of the subject
- Evaluate resources
- Provide training and CPD to staff on the subject curriculum and its delivery, and keep them informed about subject developments nationally
- Assess the impact of the subject curriculum on pupils' learning and development
- Make presentations to governors on the subject and how it is being taught

9.3 Classroom teacher

Classroom teachers at our school will:

- Teach and assess the subject according to the principles laid out in this policy
- Report to the subject leader
- Maintain subject knowledge and appropriate CPD

9.5 Parents

The parent community at our school will:

- Make sure their children are prepared for learning
- Sign the home school agreement

10. Inclusion

Teachers set high expectations for all pupils in History They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with special educational needs (SEN)
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so pupils with SEN and/or disabilities can study History, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in History.

A Support and challenge section forms part of the learning journey planner.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

11. Links to other policies

This subject policy links to the following policies and procedures:

- Curriculum policy
- Assessment policy
- Feedback policy
- SEN policy

12. Monitoring and review

This policy will be reviewed by staff and governors every 2 years.

Head Teacher's signature
(Fiona Micklefield)

Chair of Governors' signature
(Paul Whitty)