



History Policy

'Love bears all things, believes all things, hopes all things, endures all things.'

1 Corinthians 13:7

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Introduction

This history policy sets out our commitment to delivering an ambitious, high-quality history curriculum for all pupils. Starting in the Early Years Foundation Stage through *Understanding the World*, and continuing through Key Stages 1 and 2, our curriculum builds a strong, chronological framework of local, British, and world history. By exploring key substantive themes—such as conflict, movement of people, and technological innovation—pupils develop a deep understanding of historical concepts over time. This policy provides a framework for staff to ensure consistent, high-quality teaching, adaptive provision, and meaningful assessment that enables every child to know more, remember more, and think like a historian.

Intent

'The more you know about the past, the better prepared you are for the future.'
Theodore Roosevelt

At All Saints school we want children to be historians. We aim for it to inspire children's curiosity about the past and to develop their understanding of key events. Our intent is that our teaching of History will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world.

We aim to enable children to ask perceptive questions, think critically and evaluate sources. It is important for children to develop a sense of identity through learning about the past and we want them to know how history has shaped their own lives. This is why we have ensured that children learn about history in our local area.

Implementation

At All Saints Primary School, History is delivered through subject-specific teaching organised into clear, focused units of work. To accommodate our mixed-age classes and long-term planning, our curriculum is delivered over a 3-year cycle, ensuring full coverage of all key stage objectives set out in the National Curriculum for Key Stage 1 and Key Stage 2.

Each unit follows a structured sequence of lessons designed to incrementally build children's historical knowledge and understanding while developing essential historical enquiry skills. To ensure pupils develop a secure, lasting knowledge base that they can build upon year after year, our curriculum is organised into a robust progression model. This model clearly outlines the specific skills, substantive knowledge, and historical vocabulary to be taught in a sequentially coherent way.

To support the delivery of our curriculum, All Saints Primary School utilises the Kapow Primary History scheme of work. We have chosen this scheme because:

- **Sequential Progression:** It provides a mapped-out structure that aligns directly with our 3-year cycle and the National Curriculum, ensuring skills and knowledge are revisited and deepened over time rather than taught in isolation.
- **Discipline & Skills Focus:** Kapow places a strong emphasis on working as a historian. It balances substantive knowledge (facts, dates, key figures) with disciplinary concepts (cause and consequence, continuity and change, similarity and difference, and historical significance).
- **Rich Vocabulary & Resources:** It embeds tier 2 and tier 3 historical vocabulary directly into lesson plans, providing teachers with high-quality sources, diverse perspectives, and clear learning steps to make history accessible and engaging for all learners.
- **Consistency Across Year Groups:** Using a unified scheme ensures a consistent approach to history teaching across both Key Stages, aiding teacher workload and maintaining high standards throughout the school.

Using the Kapow scheme of work also provides our children with opportunities for the development of wider knowledge and skills through digital literacy, oracy, sustainability and critical thinking.

Digital literacy

Kapow Primary's History scheme integrates technology through digital timelines, research tasks and interactive activities. This helps develop pupils' ability to find, evaluate and use historical sources and information effectively.

Oracy

Lessons encourage discussion, debate and presentations on history topics. This allows pupils to articulate their understanding, justify opinions and engage in collaborative learning. Throughout the History scheme, pupils use oracy to enhance their learning by thinking aloud, questioning and discussing activities. They develop essential skills such as choosing appropriate vocabulary, organising their ideas and listening effectively.

Sustainability

The curriculum promotes awareness of social responsibility and change over time, encouraging pupils to explore key historical themes such as human rights, conflict, inequality and the impact of past decisions on the present and future.

Understanding how societies have responded to major challenges, such as war, revolution, migration, and reform, helps pupils grasp the roots of contemporary issues.

As highlighted in the Department for Education's Sustainability and climate change strategy, educating pupils on the historical context of societal shifts is vital for informed citizenship. The guidance supports schools in creating inclusive, reflective learning environments.

Critical thinking

Pupils analyse historical evidence, compare different perspectives and evaluate sources of information. This helps them question assumptions, understand bias and form reasoned conclusions about past events and their impact on the present.

British values

Lessons promote British values (democracy, the rule of law, individual liberty, mutual respect and tolerance) by incorporating activities that encourage debate, respect for differing opinions and an understanding of societal structures.

Progression of skills

In line with the Kapow Primary scheme, history at All Saints is delivered through an enquiry-based model. Skills are developed alongside substantive knowledge (facts, dates, and historical figures) through disciplinary strands. These disciplinary skills follow a spiral curriculum, meaning pupils revisit, refine, and deepen their application of each skill across our 3-year cycle in increasingly complex historical contexts.

Our progression of skills covers:

- Chronological awareness
- Disciplinary concepts
- Historical enquiry
- Substantive concepts

Disciplinary concepts include:

- Change and continuity
- Cause and consequence
- Similarities and differences
- Historical significance
- Sources of evidence
- Historical interpretations

Historical enquiry skills include:

- Posing historical questions
- Gathering, organising and evaluating evidence
- Interpreting findings, analysing and making connections
- Evaluating and drawing conclusions
- Communicating findings

Substantive concepts include:

- Movement of people
- Conflict
- Arts and culture
- Dwellings/lifestyles
- Technological development
- Religion

In our history lessons we refer to our History Skills Hexagon which refers to our progression of skills in history. The Skills Hexagon is divided into KS1, LKS2 and UKS2 and uses symbols that are child-friendly.

Our knowledge organisers identify the sequence of learning, key knowledge, skills and vocabulary for each unit. Each topic links to a key driver from our Christian Values. The

topic overviews also include 'Big Questions' which link to these drivers we are enabling our children to be curious, to wonder and to reflect.

Our curriculum is laid out in such a way that the children will initially learn about their immediate history, that being their family and location. This will be a starting block in EYFS and built upon as they enter Key Stage 1. Once this is consolidated, they will gain a wider experience of global history.

As a child moves through our school, their historical knowledge and understanding will deepen as it would have been built on the foundation laid in the previous years. The concepts that children explore are revisited in different units allowing children to apply new knowledge to the concept in order to prepare them for future learning and life.

In our Early Years history is taught as an integral part of the topic work through child-initiated and adult led activities. The children are given the opportunity to find out about past and present events in their own lives, and those of their families and other people they know. In the Foundation stage history makes a significant contribution to developing a child's understanding of the world through stories, rhymes and activities such as looking at pictures of famous people in history or discovering the meaning of new and old in relation to their own lives.

For pupils in KS1 and KS2, the National Curriculum for history is followed. This provides a structure for all pupils to meet the following aims:

- 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.

In line with the National Curriculum children in KS1 will learn about:

- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- 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, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality.

In KS2 children will 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 learn about:

- 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 and Scots
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- a local history study
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

Inclusion and adaptive teaching

In History, we hold high expectations for all pupils, ensuring every child accesses a rich, ambitious curriculum regardless of their starting point or additional needs. We use adaptive teaching strategies rather than lowering expectations or substituting historical content. This means scaffolding learning through visual timelines, key vocabulary mats, multi-sensory approaches, clear instructions and structured tasks and hands-on artefact handling to support retention and understanding. Teachers adapt their instruction in real time through targeted questioning, peer talk, and flexible grouping, allowing pupils with SEND, EAL, or lower prior attainment to grapple with complex historical concepts. For pupils ready to go deeper, open-ended enquiry questions and opportunities for independent historical evaluation provide stretch and challenge. In this way, every child is supported to think, speak, and write like a historian.

Impact

The following outcomes are used to measure the impact of our curriculum:

- Children who are passionate about history
- Children who confidently apply their learning independently
- Children who have relevant key skills
- Children who are articulate in history

Children who understand:

- o How to history fits together
- o The chronology of history
- o How different events have led to continuity and change in our modern day lives
- o How some historical events caused further events
- o The significance of historical events and people
- o The different interpretations of historical events and people
- o How to carry out historical enquiries independently
- o How to use sources for historical evidence

Assessment

Formative assessment is embedded throughout Kapow Primary History lessons to ensure that teachers can gauge pupils' understanding in real time and adapt their teaching accordingly.

- Questioning - lesson plans include targeted and open-ended questions to check understanding, promote critical thinking and address misconceptions.
- Observation - teachers are supported to observe pupils during tasks, noting how they approach activities, collaborate and apply history skills.
- Discussion and peer interaction - pair and group discussions are built into lessons, providing opportunities for pupils to articulate their thinking and for teachers to assess understanding through dialogue.
- Lesson pauses - plans include strategic pause points for checking comprehension, summarising learning and addressing any common errors before progressing.
- Retrieval practice - recap activities such as short recall tasks and oral explanations are embedded to reinforce prior knowledge and assess retention.
- Use of success criteria - success criteria are shared within lessons, allowing pupils to self-assess or peer-assess their work and reflect on their progress.
- Short reflections in the Wrapping up - lessons end with brief written or verbal reflections, enabling pupils to consolidate learning and teachers to gauge understanding.
- Providing effective feedback, including live marking with green pen and target marking to broaden their understanding.
- Using KWL grids at the beginning of each unit to identify what they already know, would like to know and what they have learnt in each unit.

Review

This policy will be reviewed in Autumn 2027

