



Read St. John's C.E. Primary School

History Policy

'Sowing the Seeds of tomorrow; growing in the light of the Lord'

At Read St. John's we aim to unlock the potential for everyone to flourish whilst being rooted and grounded in God's love. We aim high, so together as one family, we can fly.

This policy outlines the intent, implementation and impact of the teaching and learning of all aspects of the History curriculum. It has been written by the subject leader Katherine Threlfall and reviewed by the headteacher and governors. The subject is led by the subject leader and the staff as a whole and each year, time is set aside to review standards and monitor curriculum provision and ensure training and resources are up to date.

Intent

In History, we aim to spark children's curiosity about the past. We aim to inspire them to develop an interest in and appreciation of human achievements and aspirations. Children will come to know that history is about real people who lived, and real events that happened in the past. Children will develop an awareness of people of other countries and will gain an understanding, tolerance and respect for traditions and culture both now and in the past. Children will develop a secure knowledge of chronology within which they can organise their understanding of the past. Children will explore methods of historical enquiry, they will ask perceptive questions, think critically and weigh evidence.

Implementation

At Read St. John's we use the Collins Connected scheme of work. The school uses a variety of teaching and learning styles in History lessons. A curriculum overview is provided in our separate History **skills progression document** and **topic map**.

EYFS Curriculum

History is taught in Reception 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 EYFS, history makes a significant contribution to developing a child's understanding of the world through 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. They will be supported to think about and talk about celebrations. Children will

become aware of the changes in routine during different times of the day and different seasons of the year.

Children will learn history through cross-curricular topics.

National Curriculum

KS1

Children will be taught 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
- 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
- significant historical events, people and places in their own locality

KS2

Children should be taught 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.
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- During Key Stage 1 we challenge and support our children to carry out a number historical investigations through the Connected History learning programme which enable them to use and apply basic and appropriate subject vocabulary, subject skills and processes (including evaluating primary and secondary sources of evidence) in order to recognise, identify, describe, observe, reason, recall and begin to explain in simple terms significant historical events and the actions of notable people in the United Kingdom.
 - Through Key Stage 2 (Years 3 and 4) in history, learning and teaching build on the knowledge and understanding, skills and attitudes outcomes at Key Stage 1 and the pupils make progress through being provided with opportunities to reach explanations (which means that their understanding is based on the clear use of evidence) and to form conclusions about historical events, issues and the actions of significant people that they have studied through the Connected History learning programme. Another important aspect of history at Key Stage 2 (Years 3 and 4) is that pupils begin to develop historical perspective and therefore become able to see people and events through the eyes and experience of different stakeholders, i.e. people and communities that have an interest in or are connected to an issue, person or event. To this end, during Key Stage 2 (Years 3 and 4)

we challenge and support our children to undertake historical investigations from Connected History which enable them to use and apply appropriate and increasingly specialised subject vocabulary, concepts, skills and processes to recognise, identify, describe, observe, reason, explain and reach basic conclusions about historical events that have had a significant impact on the United Kingdom. The synthesising of information gathered through enquiry to formulate explanations of events and the actions of significant people in the past lies at the heart of making progress in history in Years 3 and 4

- . At Key Stage 2 (Years 5 and 6) Connected History focuses on topics and big questions that extend the pupil's historical thinking and subject skills so that they are able to make judgments about things they learn both from their own personal perspective and through empathising with the position of others. In addition, opportunities are provided for the children to evaluate and critique both what they have learned and how they have learned it and to come up with their own questions to investigate. Higher outcomes in history also involve children being able to apply what they have learned in one context to another and to understand concepts as well more discrete areas of knowledge which they have learned and understood. To achieve this during Key Stage 2 (Years 5 and 6) we challenge and support our pupils to undertake Connected History investigations which enable them to use and apply specialised subject vocabulary, increasingly complex subject skills and processes to recognise, identify, describe, observe, reason, recall, explain, reach conclusions and make judgments, evaluate, apply and hypothesise about the outcomes of significant historical events and the actions of individuals who have contributed to shaping contemporary Britain.

All children will have Quality First Teaching. Any children with identified SEND or in receipt of pupil premium funding may have work additional to and different from their peers in order to access the curriculum dependent upon their needs. As well as this, our school offers a demanding and varied curriculum, providing children with a range of opportunities in order for them to reach their full potential and consistently achieve highly from their starting points.

Spiritual, moral, social and cultural development-

Spiritual development: The study of History involves a sense of curiosity and the mystery of how and why events in the past happened and raises questions as to what could have happened if events had had different results. Artefacts are used to give pupils a sense of the past and aid pupils in understanding the people who produced and used these objects. Pupils are encouraged to explore the role played by important individuals, for good or ill, in the shaping of the world we live in. Pupils also reflect upon different interpretations of the past and how these interpretations have been arrived at.

Moral development: Pupils are asked to consider and comment on moral questions and dilemmas. Events and beliefs in the past will often be at odds with what we would consider unacceptable today (and were to some people in the past also). Pupils will be encouraged to show compassion for people facing dilemmas and to empathise with decisions which people in the past made and the reasoning behind these decisions. Notions of right and wrong are explored in connection with events from the past, linking with the value of justice.

Social development: Pupils will explore the similarities and contrasts between past and present societies and be made aware of how, in the main, we are very fortunate to live in 'the modern world' which links with the value of thankfulness. They will examine how other cultures have had a major impact on the development of 'British' culture. Pupils will also be encouraged to build up their own social development through collaborative and team working activities. The study of social issues is a common theme in History lessons.

Cultural development: – Pupils will study, and be encouraged to gain an understanding of and empathise with, people from different cultural backgrounds. They will examine how other cultures have had a major impact on the development of 'British' culture. Pupils develop a better understanding of our multicultural society through studying links between local, British, European and world history. The contribution of different cultures to human development and progress are studied, which links with the values of wisdom and endurance.

Assessment, Monitoring and Moderation

At Read St. John's, assessment is an integral part of the teaching process. Assessment is used to inform planning. The assessment of children's work is on-going to ensure that understanding is being achieved and that progress is being made. Throughout the school teachers will assess whether children are working below, just below, on track or at greater depth for their age based on their understanding and application of the content of the National Curriculum 2014. Progress and attainment is reported to parents through parents' evenings and end of year reports.

Feedback is given to the children as soon as possible, and marking work will be guided by the school's Marking Policy.

Monitoring and moderation takes place regularly through:

- Monitoring of planning
- Learning Walks
- Observations
- Scrutiny of Books/Work
- Moderation of work
- Discussions with Children/Pupil Voice Questionnaires
- Staff Meetings and Staff Audits
- Meetings/observations with the nominated governor.

Health and Safety

Children should be aware of the artefacts that they are using and use them safely. School trips to places of historical interest will be fully risk assessed.

Resources

We have a wide range of text books and interactive boards to access the internet as a class. Visits are planned to enhance learning and give hands on activity. People with an interest, or expertise, in a particular topic or area of history could be invited into school to work with the children. These might be parents, grandparents, other family members, neighbours or representatives of the local community.

Impact

The children will know where their current period of study fits into the history timeline. Prior knowledge will feed into the next year group's historical understanding. Children will make links between current areas of study and their previous learning.

Overall impact will be demonstrated through the learning outcomes at the end of KS2. The children will:

- 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.

This policy was revised in September 2022 and updated in July 2025 and will be revised in September 2026