

Shavington Primary School



History Policy

Subject Lead: Leighanne Moseley

Subject: History

Date Implemented: November 2025

Review Date: July 2028

Approved By: Headteacher / Governing Body

Introduction

At Shavington Primary School, we believe that History inspires pupils to become curious, reflective and informed citizens. Through the study of History, children develop an understanding of how the past has shaped the world in which they live and gain an appreciation of the achievements, experiences and diversity of people throughout time.

History enables pupils to understand the complexity of societies, cultures and civilisations, whilst developing key skills of enquiry, analysis, interpretation and critical thinking. Through engaging and meaningful learning experiences, children are encouraged to ask questions, evaluate evidence and develop their own interpretations of the past.

Our history curriculum is taught in accordance with the National Curriculum and is delivered through the Kapow Primary History Scheme of Work, which provides a carefully sequenced and progressive curriculum from Early Years through to Key Stage Two.

Intent

At Shavington Primary School, we are **Inquisitive Historians**.

We aim to provide a high-quality history education that develops children's curiosity about the past while helping them understand its significance in the present and future. We want all children to leave Shavington Primary School with a secure understanding of Britain's past and that of the wider world, alongside the skills needed to think critically and independently.

Through our history curriculum, pupils will:

- Develop a secure chronological understanding of British, local and world history.
- Understand how historical events have shaped modern society.
- Gain knowledge about significant individuals, events, societies and civilisations.
- Understand key historical concepts, including continuity and change, cause and consequence, similarity and difference, significance and interpretation.
- Develop the skills of historical enquiry through questioning, investigation and evaluation of evidence.
- Learn to analyse a range of primary and secondary sources.

- Build historical vocabulary and communicate their understanding effectively.
- Understand diverse cultures and societies and appreciate how different groups have contributed to the development of our world.
- Develop respect, empathy and understanding for people from different times and backgrounds.

Curriculum Design

Our history curriculum follows the National Curriculum and is supported by the Kapow Primary History Scheme of Work. The curriculum has been carefully designed to ensure progression in both substantive knowledge (knowledge about the past) and disciplinary knowledge (thinking and working as a historian).

Learning is sequenced to enable pupils to build upon prior knowledge, revisit key concepts and make meaningful connections across periods of history.

Inclusion

We believe that all pupils should have access to a rich and ambitious history curriculum regardless of background, ability, language or additional needs. Teachers adapt teaching and learning to ensure all pupils can access the curriculum through:

- Appropriate scaffolding.
- Visual and practical resources.
- Adapted questioning.
- Targeted adult support.
- Use of technology where appropriate.
- Additional challenge for higher-attaining pupils.

Through these approaches, every child is supported to achieve success as a historian.

Cross-Curricular Learning

History contributes significantly to learning across the curriculum. Where appropriate, meaningful links are made to class texts and wider curriculum themes to deepen learning and improve knowledge retention. Opportunities are provided for pupils to develop and apply skills in:

- Reading and writing.
- Speaking and listening.
- Computing.

- Art and Design.
 - Geography.
 - Design Technology.
 - Religious Education.
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Implementation

Curriculum Structure

History is taught as a discrete subject across Key Stages One and Two using the Kapow Primary Scheme of Work, ensuring full coverage of the National Curriculum requirements. The curriculum has been designed to build progressively from Early Years through to Year Six, enabling pupils to develop increasingly sophisticated historical knowledge and skills.

Teachers follow long-term and medium-term planning documents which ensure:

- Progression across year groups.
- Clear knowledge and skills outcomes.
- Sequenced learning.
- Opportunities for retrieval and revisiting prior learning.
- Consistency in curriculum delivery.

Early Years Foundation Stage

History is taught through the Early Learning Goals within *Understanding the World*. Children begin to develop an understanding of:

- The passing of time.
- Changes within living memory.
- Similarities and differences between their lives and the lives of others.
- Significant events and celebrations.
- Family histories and personal experiences.

This provides strong foundations for future historical learning.

Teaching and Learning

History lessons are designed to be engaging, enquiry-based and knowledge-rich. Children are encouraged to:

- Ask historically valid questions.
- Investigate evidence.
- Consider different interpretations of the past.
- Draw conclusions using available evidence.
- Make comparisons across time periods.
- Develop an understanding of chronology.

Teachers support learning through:

- High-quality questioning.
- Explicit vocabulary instruction.
- Modelling historical thinking.
- Discussion and debate.
- Retrieval practice.
- Collaborative learning opportunities.
- Practical and hands-on experiences.

Historical Enquiry

A key component of our curriculum is the development of historical enquiry skills. Children learn to evaluate the reliability and usefulness of evidence and understand that interpretations of the past can differ. Pupils will regularly engage with:

- Primary sources.
- Secondary sources.
- Artefacts.
- Photographs.
- Maps.
- Documents.
- Historical accounts.

Resources

Resources are reviewed regularly to ensure accuracy, diversity and relevance. The school utilises a wide range of resources to support high-quality History teaching, including:

- Kapow Primary digital resources.
- Historical artefacts.
- Books and texts.
- Digital technologies.
- Educational visits.
- Visitors and workshops.

Assessment

Assessment is an integral part of History teaching and learning. Teachers regularly use:

Formative Assessment

- Questioning during lessons.
- Retrieval activities.
- Class discussions.
- Observation.
- Low-stakes quizzes.
- Feedback on pupils' work.

Summative Assessment

At the end of units, teachers make professional judgements against curriculum objectives and expected progression outcomes. Assessment information is used to:

- Monitor attainment and progress.
 - Inform future planning.
 - Identify gaps in knowledge.
 - Target support where required.
 - Evaluate curriculum effectiveness.
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Impact

The impact of our history curriculum is measured through the knowledge, understanding and skills pupils acquire over time.

By the end of Year Six, pupils will:

- Demonstrate a secure chronological understanding of British and world history.
- Possess a broad historical vocabulary.
- Understand key historical concepts.
- Ask and answer historically valid questions.
- Analyse and evaluate historical evidence.
- Recognise different historical interpretations.
- Make links between periods of history.
- Understand how the past influences the present.
- Demonstrate curiosity and enthusiasm for historical learning.

Monitoring and Evaluation

The History Subject Leader is responsible for monitoring and evaluating the quality of teaching and learning across the school. Monitoring activities include:

- Learning walks.
- Book looks.
- Pupil voice activities.
- Staff discussions and questionnaires.
- Planning reviews.
- Assessment analysis.

Findings are used to identify strengths, celebrate successes and inform ongoing school improvement priorities.

Pupil Voice

Pupil views are gathered termly to help evaluate curriculum effectiveness. Children are encouraged to share:

- What they enjoy learning.
- What they remember from previous units.

- How confident they feel as historians.
- Suggestions for future learning opportunities.

This feedback contributes to ongoing curriculum development.

Outcomes

The success of the history curriculum is demonstrated when pupils:

- Know more and remember more over time.
- Progress through the curriculum successfully.
- Show enthusiasm and curiosity about history.
- Apply historical skills independently.
- Make connections between historical periods and modern life.
- Leave Shavington Primary School well-prepared for the next stage of their education.

Roles and Responsibilities

Subject Leader

The History Subject Leader will:

- Lead curriculum development.
- Monitor standards and progression.
- Support staff with subject knowledge and planning.
- Organise resources.
- Monitor assessment information.
- Keep up to date with developments in History education.

Teachers

Teachers will:

- Deliver high-quality teaching in line with the school curriculum.
- Follow agreed planning and assessment procedures.
- Ensure all pupils can access learning.
- Maintain high expectations for all learners.

- Monitor and assess pupil progress.

Senior Leaders and Governors

Senior leaders and governors will support curriculum development through monitoring, challenge and strategic oversight.

Policy Review

This policy will be reviewed annually by the History Subject Leader and Senior Leadership Team to ensure continued compliance with National Curriculum requirements and alignment with the school's vision and priorities.

Review Date: July 2028