Unlocking the Potential for Everyone to Flourish in the love of Christ.

'But I am like an olive tree flourishing in the house of God.' Psalm 52:8

St Peter's Church of England Primary School

History Policy

September 2025

Vision Statement

St Peter's CE Primary School is committed to providing a high-quality history education for all learners, including our SEND and EAL children. Our curriculum is carefully planned to ignite our pupil's curiosity and fascination about the past, the significant people and its impact on the lives we lead today. Our curriculum will provide our pupils with the knowledge about events, people and changes, enquiry, interpretation & using sources, chronology and communication. It will also provide the opportunity for students to experience places significant to them in line with the diverse mix of nationality and places of origin.

Policy Aims

To provide a structured framework to support the scheme of learning created alongside teaching staff, allowing for progression and continuity across the school.

To allow purpose and management of the geography taught and learned by all learners across the school.

To ensure consistency across the school in how and when history is being taught.

What is the intent of the History Curriculum?

'People without the knowledge of their past history, origin and culture is like a tree without roots' Marcus Garve

History is concerned with children creating a sense of identity and relating this to people, events and changes from the past. The curriculum will study people and events which shape the world we live in today. Pupils will study their local area, and contrast this to what it was like in the past. They will consider different periods of time and the impact this has upon modern day. They will use a range of sources to critique the lives of significant events and people from the past.

The curriculum will be inquiry based allowing children to build on this skill ensuring they become inquisitive learners who are not afraid to challenge artefacts and sources they encounter in their further study. Enjoyable and engaging activities are planned to build upon the pupil's knowledge and understanding of the local area.

A St Peter's History progression document is at the heart of the curriculum intent, ensuring key disciplinary and substantive knowledge is progressive throughout the school.

Through our teaching of history we aim to:

create a knowledge and word rich curriculum

Stimulate pupils interest and curiosity of the past

develop pupil's competence in specific historical skills

increase pupil's knowledge and awareness of the world in the past

increase pupils' knowledge and awareness of how the world they live in today has been influenced by the events and people of the past.

help pupils acquire and develop the skills and confidence to undertake investigation, problem solving and decision making

Recognise how the people and events of the past have influenced our lives today.

EYFS and Primary School Programme of Study

EYFS

In the Foundation Stage the children are provided with a wide range of activities and opportunities as prescribed in the Years Foundation Stage Curriculum 'Understanding the World'.

By the end of Early Years, children will have had the opportunity to:

Understand the World, Past and Present

Talk about the lives of the people around them and their roles in society.

Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.

Understand the past through settings, characters and events encountered in books read in class and storytelling.

Bryom J, quite rightly argues that the early years non statutory curriculum prepares children for Key Stage 1 and beyond.

By the end of Key Stage 1, children will have had the opportunity to study:

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 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 Mary Seacole and Florence Nightingale.

significant historical events, people and places in their own locality

End of Key Stage 2 children will have had the opportunity to study:

changes in Britain from 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 900-130

It is essential that a broad range of teaching and learning strategies should be involved in understanding historical knowledge, skills and concepts. Wherever and whenever possible the children should be given experience in the local and more distant environment, ensuring progression of skills and areas studied. Visitors should be invited into school if appropriate.

How is the History Curriculum Implemented?

Teaching, learning and historical inquiry has been planned in line with the curriculum overview which was produced as a result from working alongside experienced consultants. The subject will be taught discretely over three terms, in a period of blocks to enable knowledge retention. This has been a revision to our previous curriculum offer based on feedback from monitoring and pupil conferencing. The intention behind this shift is to allow for greater depth and coverage of the skills and knowledge to be taught also allow greater retention of key learning and facts.

Where appropriate, the substantive knowledge and disciplinary knowledge the children are to acquire is set out on a yearly basis. The substantive knowledge to be gained is set out as the key knowledge for each unit. The disciplinary knowledge enables children to think, speak and write like historians.

We believe educational visits to historical sites and museums, alongside a wide range of visitors, helps to promote learning in all aspects of history and we aim to incorporate it in all areas of the curriculum.

EYFS

In the early years children develop the foundations to this subject which will carry them through the remainder of their education. They begin to develop a sense of language and explore the meaning of different vocabulary through their own experiences at home, school and in books they read. Resources including fiction and non-fiction, artefacts and a range of primary and secondary resources are provided in the range of different areas for the children to explore.

The history curriculum is highly focused on children's prior knowledge, making links and connections to support the schema in the brain and ensures enough time is built in for children to retrieve information beyond the point of learning.

Within the St Peter's history curriculum, the learning sequences have been set out progressively so that children consistently build on their prior knowledge. Each unit begins with a ***prior learning revisit*** which links knowledge to previous learning within a different unit, year group or different subject, where appropriate.

The designed curriculum uses the 'composite and component' model, which links to the latest research from the Education Endowment Foundation (EEF). This new learning is presented to pupils in small chunks to prevent cognitive overload and sequenced appropriately to maximise the impact on long term retention.
Effective modelling will be given to learners by teaching staff with planned time for guided and independent practice. It will allow children exposure to a range of resources, including artefacts and

books.

Assessment for learning strategies are used throughout lessons to ensure that pupils have understood the current learning. Meta-minutes are used as quick five to ten minute session in learning. Teachers will engage in marking in the moment and provide instant feedback to pupils, ensuring they pick up on pupils who are 'falling behind'. When possible, staff will provide rapid intervention for those pupils that need it to ensure further misconceptions do not develop and that all children 'Keep up'. Use of retention assessments will help staff gain a picture of any gaps that may be occurring.

Resources

Local Authority library loans are received in line with topics taught and ordered by class teachers to ensure suitability

Local museum links, cotton mill website, Lancashire archives

A range of recommended visitors and trips is available from the subject leader.

Assessment

Teachers will follow the school's Feedback policy for formative assessment and feedback.

The Lancashire Progression Documents are used to identify gaps in learning for future planning.

Parents are informed of their child's progress throughout the year through parent's evenings and via annual reports sent home in the summer term.

Developing Spiritually through the History Curriculum

The history curriculum promotes spiritual development by encouraging students to reflect on the core questions of human existence, fostering empathy, and providing a sense of perspective on their own lives. It moves beyond a simple chronicle of events to explore the motivations, beliefs, and struggles of people throughout time.

Empathy and Human Connection

By studying the past, students are confronted with a vast array of human experiences—triumphs and tragedies, courage and cruelty, innovation and stagnation. This exposure cultivates **empathy** as they try to understand the choices and circumstances of people from different eras and cultures. This process builds a sense of **interconnectedness** with those who have come before, reminding us that we are part of a continuous human story.

Reflection and the Search for Meaning

History is a record of the human search for **meaning** and **purpose**. It documents how different societies, through their art, religion, and philosophy, have grappled with the "big questions" of life and death. Studying these varied belief systems, from ancient mythologies to modern ideologies, offers a rich context for students to reflect on their own values and beliefs. It allows them to see that the quest for understanding is a universal, timeless journey.

Perspective and Humility

Examining the **rise and fall of empires**, the transient nature of power, and the cyclical patterns of human behaviour can instil a sense of **humility**. This perspective helps students to contextualize their own lives and challenges, realizing that their concerns are a small part of a much larger, ongoing narrative. It can free them from the "tyranny of the present" and encourage a focus on what is truly important and enduring. The study of history, therefore, becomes a spiritual exercise in understanding one's place in the world and the grand scheme of time.

Role of the subject leader

The History Subject Leader will:

scrutinise planning and books
audit resources on a regular basis
examine CPD needs and provide support where appropriate, deliver staff meetings and training
support ECT's and members of staff in planning and resourcing Geography lessons
observe lessons and model exemplar lessons
write and implement the geography action plan
speak to pupil's, staff, governors and parents about geography teaching and learning
share knowledge and good practice with other schools within the MAT
ensure engagement in current research and relevant associations to improve leadership skills and subject knowledge