



Warton St Paul's

Church of England Primary Academy

A member of **CDARI**

# History Policy

Reviewed September 2026

Next review September 2027

## Our Mission Statement

‘Believe, Belong, Be the Best that  
you can Be’

*"Whatever you do in word or deed,  
do everything in the name of the  
Lord." Colossians 3:17*

## 1. AIMS

Topics are informed by the national curriculum and are sensitive to children's interests, as well as the context of the local area. The history curriculum is carefully planned and structured to ensure that current learning is linked to previous learning, building and developing pupils' skills and knowledge. In line with the national curriculum, the curriculum aims to ensure that all pupils gain a coherent knowledge and understanding of local heritage, Britain's past and that of the wider world and helps to stimulate pupils' curiosity. Pupils have opportunities and are encouraged to develop enquiry skills by asking perceptive questions, thinking critically, analysing evidence and developing evaluation skills and judgement. Pupils study people's lives and lifestyles through time, drawing on the process of change, the diversity of societies and relationships between different groups. As well as their own identity and the challenges of their time.

### **Pupils at Warton St. Paul's Primary School will leave Year 6:**

- Displaying a broad and balanced knowledge of Historical eras
- Able to think analytically about Historical events and sources of information
- With a coherent knowledge and understanding of local history
- Curious to learn more about the past
- Able to apply their History skill and understanding in a range of cross-curricular topics.
- Having a suitable technical vocabulary to articulate their responses

## 2. STATUTORY REQUIREMENTS

Statutory requirements for the teaching and learning of History were laid out in the National Curriculum (2014) and in the Understanding the world section of the Statutory Framework for the Early Years Foundation Stage (2017).

The Statutory Framework for the Early Years and Foundation Stage (2017) is based on 2 areas: People and Communities and The World.

The National Curriculum (2014) is divided into Key Stages. By the end of each year, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. The National curriculum 2014, gives detailed guidance of what should be taught in each key stage.

**In the Foundation Stage (Reception)** children are given opportunities to remember and talk about significant events in their own experiences. They are taught to talk about past and present events in their own lives and in the lives of family members. They are encouraged to comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world. Children are able to develop an understanding of changes over time.

**At Key Stage One (Years 1 and 2)** the historical skills focus on the world around them and their living memory of History before moving to events that go beyond living history. The curriculum also gives the opportunity to study and compare significant people from around the world. This will ensure a firm foundation and understanding of history ready for KS2 History

**At Key Stage Two (Years 3-6)** By the end of year 6, children will have a chronological understanding of British history from the Stone Age to Roman Britain, Anglo Saxons and Vikings. They are able to draw comparisons and make connections between the lifestyles of different time periods and their own lives. Interlinked with this are studies of world history, such as the ancient civilisations of Greece, Egypt and the Mayans.

**The Governing Body** receives regular reports on the progress of History provision.

### **3. SUBJECT ORGANISATION**

#### **Foundation Stage**

In the Foundation stage, children have opportunities to develop their communication, inquiry and understanding of History in both adult led and in child initiated activities during continuous provision.

#### **Key Stage 1 & 2**

History is taught in 3 blocks throughout each year, so that children achieve depth in their learning. Teachers have identified the key knowledge and skills of each topic and consideration has been given to ensure progression across topics throughout each year group across the school. The local area is also fully utilised to achieve the desired outcomes, with extensive opportunities for learning outside the classroom embedded in practice.

### **5. HISTORY CURRICULUM COVERAGE**

In most classes, History is taught every other half term, ensuring that full coverage is taught by the time pupils leave at the end of year 6. Due to our mixed year class in Years 3/4 and Year 5/6 topics taught in History are on a two-year rolling programme.

### **5. CROSS-CURRICULAR HISTORY OPPORTUNITIES**

Cross curricular outcomes in History are specifically planned for, with strong links between the history curriculum and morning English lessons, enabling further contextual learning.

## **6. THE USE OF IT**

We recognise the important role ICT has to play in our school in the development of History skills. ICT is used to enhance the teaching of History and to give all children the opportunity to research, read and create various aspects of History using technology. The use of ICT is cross – curricular.

## **7. ASSESSMENT AND TARGET SETTING**

Work will be assessed in line with the Assessment Policy and will use it to inform their daily differentiation. Assessment will be reported in half termly Pupil Progress Meetings. Pupils will have History targets where appropriate and will know their 'next steps' to ensure progression.

**8. INCLUSION** We aim to provide for all children so that they achieve as highly as they can in History according to their individual abilities. We will identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment. Gifted children will be identified and suitable learning challenges provided.

## **9. ROLE OF SUBJECT LEADER**

The Subject Leader is responsible for improving the standards of teaching and learning in History through:

- monitoring and evaluating History:
  - pupil progress
  - provision of History
  - the quality of the Learning Environment
- taking the lead in policy development,
- auditing and supporting colleagues in their CPD,
- purchasing and organising resources,
- keeping up to date with recent Historical developments.

## **10. PARENTAL INVOLVEMENT**

We aim to involve parents in the development of children's skills, knowledge and understanding in History. Parents are encouraged to work with their children at home and support with homework.

There are opportunities each term when parents can discuss their children's progress with their teacher.

This policy will be reviewed according to the emerging needs of our school.

Signed .....Date ..... (Chair of  
Governors)

Signed .....Date ..... (Headteacher)