



History Policy

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Signed by:

_____ Headteacher Date: _____

_____ Chair of governors Date: _____

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Purpose of study

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, 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.

Statement of intent

At Over Hall we believe that, through the study of history, children make sense of their world and enrich their understanding of it.

Through this curriculum, children will understand the similarities and differences between societies and cultures, and the impact of changes on people and place.

At Over Hall we aim to ensure that all pupils:

- 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.

Statement of implementation

Curriculum structure & sequencing

We structure our history curriculum in such a way that the youngest children study history in the form of concepts understandable to them – via their family and recent living memories. From this we move through key periods of UK and world history focusing on chronological understanding, historical enquiry, historical understanding and historical oracy. Every year group covers prior learning at the start of each unit of study before clear way points navigate pupils' learning towards clearly defined end goals of study. Golden threads run through each year group through themes of legacy, social diversity, monarchy, exploration and invasion.

Content & concepts

We appreciate the study of History is much more than remembering dates and names; firmly believing the study of how we lived in the past is key to successful living in the present and future. We plan a bespoke History curriculum and adopt active learning techniques where children can develop independent and collaborative learning skills which complement the historical skills we wish to impart.

Enrichment and personal development:

We believe History is at its most engaging when it is brought to life and meaningful to children. Content is planned to meet the requirements set out in the National Curriculum, whilst also giving children a wealth of opportunity to study local history in order that they see how their area and communities have changed over time. Study is supplemented through engaging educational visits, visits from History experts and people from the past; alongside immersive and innovative digital resources.

Assessment and next steps

We assess History in a variety of ways, giving pupils the opportunity to explain their reasoning and metacognition of a topic as well as their accumulation of knowledge. This may be done through practical exercises, group tasks, quizzes or discussion. We value developing Historical oracy and place great emphasis on children being able to explain how, where and why; understanding the study and application of Historical skills will serve our pupils well in their future studies across the wider curriculum.

Subject content

Early years provision

Activities and experiences for pupils will be based on the seven areas of learning and development, as outlined in the DfE's 'Statutory framework for the early years foundation stage'.

- communication and language.
- physical development.
- personal, social and emotional development.
- literacy.
- mathematics.
- understanding the world.
- expressive arts and design.

All activities will adhere to the objectives set out in the framework.

In particular, historical-based activities will be used to develop pupils' understanding of the world, helping them to make comparisons between the past and present day as well as explore their own opinions on changes that have taken place over time.

Key Stage 1 Pupil Objectives:

Pupils should 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
- [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.

Key stage 2 Pupil Objectives:

Pupils 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.

Roles and responsibilities

The subject leader is responsible for:

- Preparing policy documents, curriculum plans and schemes of work for the subject.
- Reviewing changes to the national curriculum and advising on their implementation.
- Monitoring the learning and teaching of maths, providing support for staff where necessary.
- Ensuring the continuity and progression from year group to year group.
- Encouraging staff to provide effective learning opportunities for pupils.
- Helping to develop colleagues' expertise in the subject.
- Organising the deployment of resources and carrying out an annual audit of all maths-related resources.
- Liaising with teachers across all phases.
- Communicating developments in the subject to all teaching staff.
- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.
- Ensuring common standards are met for recording and assessing pupil performance.
- Advising on the contribution of maths to other curriculum areas, including cross-curricular and extra-curricular activities.
- Collating assessment data and setting new priorities for the development of maths in subsequent years.

The classroom teacher is responsible for:

- Acting in accordance with this policy.
- Ensuring progression of pupil's historical skills, with due regard to the national curriculum.
- Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the national curriculum.
- Liaising with the subject leader about key topics, resources and support for individual pupils.
- Monitoring the progress of pupils in their class and reporting this on an annual basis to parents.
- Reporting any concerns regarding the teaching of the subject to the subject leader or a member of the SLT.
- Undertaking any training that is necessary in order to effectively teach the subject.

Inclusion within History

We are an inclusive school and as such, do not believe in narrowing the curriculum for any learner. Our curriculum is designed with inclusion of all at heart, and our curriculum intent is therefore the same for all children.

However, we are mindful that there is an abundance of factors which need to be considered in order for all learners to be able to access learning according to their individual needs; perhaps none more so than for those learners with Special Educational Needs and Disabilities (SEND).

Therefore, whilst our curriculum intent is the same for all learners; our implementation of the curriculum may well look different for different groups of pupils. Teachers will plan, scaffold, challenge and embed learning through activities which are adapted to meet children's needs – we call this adapted implementation. This is to ensure that our curriculum can be met by all within an inclusive environment, mindful and responsive to children's needs.

We use guidance set out within the NASEN teacher handbook to assist us in amending our implementation within History. Examples of this, though not an exhaustive list, can be seen to the right. Note, these are suggestions of what may be implemented but all teachers will amend according to learner need.

- Word banks and picture resources may be supplied to assist learners with scientific language and processes.
- Staff may scribe for children to ensure a child's explanations and articulation is not limited by writing competence.
- Make regular references to relevant language throughout the lesson and using tools such as targeted resources, working and display walls.
- Use small group teaching opportunities to dedicate more time and support to provide additional learning opportunities to learners working towards a planned objective.
- Provide learners with targeted resources to support their learning and understanding such as concept cartoons, prompts and visual aids.

Cross-curricular Links

Wherever possible, the History curriculum will provide opportunities to establish links to other curriculum areas.

English

- Pupils are encouraged to use their speaking and listening skills to describe what is happening.
- Pupils' writing skills are developed through recording findings and creating reports, recounts, instructions/procedures etc.
- Pupils' vocabulary is developed through the use and understanding of specialist terminology.

Maths

- Pupils use their knowledge and understanding of measurement and data handling.
- Where appropriate, pupils record findings using charts, tables and graphs.
- Pupils use data analysis in order to identify patterns.

Science

- Pupils use their knowledge of the natural world to make comparisons between the past and present day
- Pupils' investigative and practical skills are developed through analysing artefacts

ICT

- ICT will be used to enhance pupils' learning.
- Pupils will use ICT to locate and research information.
- ICT will be used to record findings, using text, data and tables.

PSHE

- Pupils' development will be focussed on the vastness of the world, encouraging an appreciation and fascination.
- Pupils are encouraged to think about the effect of humans actions on the environment over time

Assessment and Reporting

Foundation Stage 2

Children are formatively assessed through observations and evidence of completed work throughout the year. Their progress and attainment is recorded using the statements of development and the Early Learning Goals outlined in the EYFS Curriculum and is reported to the History Subject Lead at the end of each academic year.

Key Stages 1 and 2

Staff record the attainment of pupils each term against each of the learning objectives for their Key Stage and make a judgement of Emerging, Expected or Exceeding for each pupil.

This information is then reported to the History Subject Lead.

For marking guidance please refer to the Over Hall Marking Policy.

Monitoring and review

- This policy will be reviewed on an annual basis by the subject leader.
- The subject leader will monitor teaching and learning in science at Over Hall School, ensuring that the content of the national curriculum is covered.
- Any changes made to this policy will be communicated to all teaching staff.