

Our school nurtures curiosity and creativity through an inspiring, broad and engaging curriculum, where learning is at the heart of all that we do. Children at Reedley learn to become resilient and self-assured in a safe environment where challenge is key. Team Reedley is encouraged to thrive and achieve as individuals, preparing them for their role as caring and active citizens in modern Britain.

Reedley Primary School Curricular Policy for History



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How Pupils Learn History

The purpose of history teaching is to stimulate the children's interest and understanding about the life of people who lived in the past. A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. History helps pupils to understand the intricacy 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.

The aims of teaching history at Reedley Primary are to:

- Foster in children an interest in the past and to develop an understanding that enables them to enjoy all that history has to offer.
- Develop children's skills of enquiry, including how evidence is used rigorously to make historical claims and raise their own questions, investigation, analysis, evaluation and presentation.
- Use a wide range of primary and secondary sources to help children investigate and interpret the past.
- Develop chronology, including timelines and building on previous knowledge.
- Communicate historically using appropriate vocabulary.
- Build an overview of British and world history.
- Have some knowledge and understanding of historical development in the wider world; to help children understand society and their place within it, so that they develop a sense of their cultural heritage.

Planning the History Curriculum

We use the National Curriculum as the basis for our history curriculum planning, alongside the Lancashire theme booklets which is in three phases (long-term, medium-term and short-term). Provision for history activities is part of the overall theme planning completed for each class half-termly. The subject leader for history oversees the curriculum coverage and ensures that requirements are met.

We plan the topics in history so that they build upon prior learning. Children of all attainment levels have the opportunity to develop their skills and knowledge in each unit and, through planned progression built into the scheme of work, we offer them an increasing challenge as they move through the school.

Teachers will plan History based on the children's prior knowledge. The children will take part in cold tasks and complete vocabulary assessments. This will enable the staff to plan for what the children do not know. Teachers will complete a 'Teaching backwards' plan, using the information gathered from the children's knowledge. Within their planning, teachers will also explore tier three vocabulary, related to the subject.

Close links are made with the Lancashire County Council Museum Services to provide extracurricular activities for our children. These include the use of hands-on artefacts and exploring history through music and drama.

Classroom organisation, time allocation and teaching

History teaching focuses on enabling children to think as historians. We place an emphasis on examining historical artefacts and a range of sources. Where appropriate, children have the opportunity to visit sites of historical significance. We encourage visitors to come into the school and talk about their experiences of events in the past. We recognise and value the importance

of stories in history teaching and we regard this as an important way of stimulating interest from the past. We focus on helping children understand that historical events can be interpreted in different ways and that they are encouraged to ask searching questions.

We recognise the fact that there are children of differing attainment and we provide suitable learning opportunities for all children by:

- Setting common tasks, which are open-ended and can have a variety of responses.
- Teaching to the needs of the children, through setting tasks with varying adaptations, enabling all children to work to their full potential.
- Providing a range of challenges using different resources.
- Including drama activities to enable all children to develop their history knowledge.
- Using teaching assistants to support the work of individual children or groups of children.

Resources

We have a range of texts and interactive boards, laptops and iPads to access the internet as a class. Visits are planned to enhance learning and provide hands on activities. People with an interest, or expertise, in a particular topic or area of history are invited into school to work with the children. Alongside school resources, the children will have access to Lancashire Museum, artefact loan boxes and the library service project loan boxes to support teaching and learning.

Equal Opportunities

In line with our Equal Opportunities Policy, we are committed to providing an inclusive teaching and learning environment in which all pupils can thrive. All children are entitled to access the History curriculum at a level appropriate to their individual needs and abilities.

At our school, History is taught to all pupils as part of a broad and balanced curriculum. We ensure that every child has access to the full range of learning opportunities within History, enabling them to develop their knowledge, understanding and historical skills.

All children, including those with Special Educational Needs and Disabilities (SEND), pupils eligible for Pupil Premium funding and Higher Attainers, are supported through appropriate adaptation and challenge to enable them to access the curriculum successfully to enable them to access the curriculum successfully. Teachers provide a range of learning opportunities, resources and teaching approaches to meet individual needs and ensure that all pupils can make progress from their starting points.

Through high-quality teaching and carefully planned provision, we aim to enable every child to reach their full potential, develop a love of learning and achieve highly within History.

Developing Spiritual, Moral, Social and Cultural Education within History

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 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, in the shaping of the world in which we live.

Pupils 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. Notions of right and wrong are explored in connection with events from the past, linking with the value of justice.

Pupils will explore the similarities and contrasts between past and present societies. 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 group working activities.

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.

Assessment and Record Keeping

Opportunities for assessment are identified in curriculum overviews for each age group, and these will be based on an assessment of key skills, essential knowledge and understanding within History. Teachers assess children's work in history by making assessments as they observe them working during lessons. The main focus involves teachers using their professional skills to observe a child to see if the work provided for them is sufficiently challenging to ensure progress or that misconceptions or 'gaps' are not impacting on progress. The assessments are noted and used to inform future planning. This may be achieved through:

- Questioning
- Observing
- Discussing
- Analysing
- Checking children's understanding
- Engaging children in reviewing progress- revisiting old tasks.

They record the progress that children make by assessing the children's work against the objectives on Insight based on the National Curriculum. This allows the teacher to make termly assessments of attainment and progress for each child.

Monitoring Arrangements

The history subject leader is responsible for monitoring the standard of the children's work and the quality of teaching in history.

The History Subject Leader will continually monitor the impact of History teaching on pupils' learning through the analysis of Teaching Backwards documents, planning, book scrutiny, learning walks and pupil interviews. This monitoring will ensure that knowledge and skills are being taught progressively and that pupils are making sustained progress throughout the curriculum.

The Subject Leader will also ensure that historical knowledge is retained and regularly revisited, enabling pupils to build upon prior learning over time. Furthermore, monitoring will focus on ensuring that pupils are able to apply the skills they have been taught across a range of contexts and demonstrate increasing independence in their learning.

Monitoring activities will take place throughout the academic year.

The history subject leader is also responsible for supporting colleagues in the teaching of history, being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school.

Reviewed: July 2026

Next review: July 2027