

# Subject Policy for History



At Stubbins Primary School, we exist to ignite a love of learning and a passion for discovery in every child. In our nurturing and inclusive environment, we help children grow their talents, explore their passions, and develop the confidence to achieve their full potential. Guided by strong values, we empower learners to be compassionate, curious, and courageous—ready to flourish in an ever-changing world.

Nurture- Grow-Flourish

|                                        |                                 |
|----------------------------------------|---------------------------------|
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| <b>Signature of Chair of Governors</b> | <b>Signature of Headteacher</b> |

| Overview of Updates |           |       |
|---------------------|-----------|-------|
| Date                | Amendment | Staff |
|                     |           |       |
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### National Curriculum

The **Early Years Foundation Stage (EYFS)** focuses on the development of a child's understanding of the world around them, with history being part of the **Understanding the World** area of learning. In the National Curriculum for EYFS, the emphasis is on encouraging curiosity, exploration, and developing foundational skills for future historical learning.

Pupils should be taught about:

- **People and Communities:**
  - Talk about the differences between themselves and others, and among families, communities, and traditions.
  - Explore the concept of time by discussing the past and present in the context of their own family, community, and wider society.
- **The World:**
  - Begin to understand the passing of time through stories and events from their own family and community history.
  - Explore and talk about changes in their environment over time, such as the growth of a town or changes in the landscape.
  - Develop an awareness of historical events that shape the world around them, using simple narratives and stories.
- **Technology:**
  - Use various technologies to explore historical resources, such as photographs, historical objects, or timelines that represent changes over time.

### **Key Concepts in EYFS History:**

- **Curiosity and Exploration:**
  - Children are encouraged to ask questions about the past, using sensory experiences, play, and exploration. This could include looking at old photographs or objects to learn about the past and how things have changed.
- **Time and Change:**
  - EYFS children are introduced to the idea of time and the passing of events. They explore the concept of past, present, and future, especially through stories and discussions about their own family and traditions.
- **Simple Understanding of History:**
  - Children begin to explore historical events through storytelling, talking about their own family history, and using visuals to understand historical periods.

The history content in EYFS is about stimulating curiosity about the past, observing changes, and starting to understand the basic concepts of time. As children progress through EYFS, their ability to understand and discuss historical concepts will continue to develop, laying the foundation for more formal historical learning in Key Stage 1.

The National Curriculum for History outlines the expectations for **Key Stage 1 (KS1)** and **Key Stage 2 (KS2)**.

Pupils in **KS1** should be taught to:

- **Chronological Understanding:**

- Recognise the difference between the past and present.
- Sequence events in their own lives and the lives of others.
- Understand the concept of a timeline and its use in recording historical events.
- **Knowledge and Understanding of Events and People:**
  - Talk about key events in the past and significant people from history, including famous figures and events they can relate to (e.g., significant individuals such as Florence Nightingale, or local historical figures).
  - Discuss the similarities and differences between the past and present in their community, school, and world.
- **Historical Enquiry:**
  - Ask questions about the past, exploring how and why things have changed over time.
  - Use a range of sources (e.g., books, pictures, oral history) to learn about the past.
  - Discuss different viewpoints and consider how we know about historical events.
- **Skills:**
  - Use simple historical terms and phrases, such as 'before', 'after', 'past', 'now', and 'old', to talk about events and people.
  - Identify and compare historical sources, such as photographs and artifacts, to understand how people lived in the past.

Pupils in **KS2** should be taught to:

- **Chronological Understanding:**
  - Develop a deeper understanding of chronology, placing historical events and periods on a timeline.
  - Understand the relationship between different periods in history, such as Ancient and Modern History, and how time periods influenced each other.
- **Knowledge and Understanding of Events and People:**
  - Study a range of significant historical events, individuals, and movements, including the ancient civilizations (e.g., Ancient Egypt or Ancient Greece) and key events such as the Romans in Britain, the Norman Conquest, and major historical conflicts.
  - Explore the impact of historical events on different groups of people and how these events shaped society.
- **Historical Enquiry:**
  - Ask and answer questions about historical events and people.
  - Investigate sources of evidence, such as historical records, letters, and artifacts, and discuss their reliability.
  - Understand that history can be interpreted in different ways and explore different historical viewpoints.
- **Skills:**
  - Use a wider range of sources and evidence to build an understanding of historical events and people, including primary and secondary sources.
  - Use appropriate historical vocabulary to describe the past and explain changes over time, such as 'empire', 'invasion', 'monarchy', and 'industry'.

These objectives guide teaching by ensuring a broad, comprehensive historical understanding at both Key Stage 1 and Key Stage 2, moving from simple local and familiar concepts to more complex global ideas. This progression helps students build the skills to understand the past, how history is recorded, and how different events and people from the past have influenced the present.

### Purpose

The purpose of this policy is to outline the aims, intent, implementation, and impact of the history curriculum at Stubbins Primary School. It ensures that history is taught in a structured, engaging, and

inclusive manner that fosters a lifelong interest in the subject while equipping pupils with essential historical skills and knowledge.

### Aims

This policy aims to:

- Support the delivery of a high-quality history education, ensuring continuity and progression in historical knowledge and skills from Early Years to Key Stage 2.
- Develop pupils' understanding of historical events, figures, and contexts, both locally and globally.
- Gain and use a wide range of historical terms and vocabulary.
- Understand historical concepts such as: continuity and change, cause and consequence, similarity, difference and significance.
- Encourage critical thinking, analysis of historical sources, and independent enquiry.
- Promote inclusivity by reflecting diverse historical perspectives and narratives.
- Develop pupil's cultural capital and knowledge of British Values.
- know and understand significant aspects of the history of the wider world including the nature of ancient civilisations
- understand the methods of historical enquiry, including how evidence is used to make historical claims and how interpretations may differ

### Intent

At Stubbins Primary School, our history curriculum is designed to inspire curiosity and fascination about the past, helping pupils develop a coherent knowledge and understanding of Britain's history and that of the wider world. Our history curriculum aligns with all of our core values but in particular of respect, resilience, integrity and curiosity. By studying history, pupils develop respect for different cultures, beliefs, and perspectives. They learn resilience through understanding how individuals and societies have overcome challenges throughout time. Our curriculum fosters a sense of responsibility by encouraging pupils to engage with historical events critically and reflect on their impact. Lastly, by inspiring curiosity and ambition, history encourages pupils to aspire to make a positive contribution to society.

We believe that a child's study of local, national and global history is paramount in developing a deep understanding of the world around them and in forming a sense of identity through making connections to the past. The history curriculum at Stubbins reflects our children's needs to understand the complexity of world they live in and the diversity of our nation. We are determined to ensure every pupil gains an understanding of chronology as well as a knowledge and understanding of how the local area has changed over time.

The children are taught to think and behave as historians, evaluating primary and secondary sources, asking perceptive questions, thinking critically, weighing up evidence, sifting arguments, and developing critical perspective and judgement. Our children will investigate how and why the local and wider world has changed, as well as learn from the past to make the future a better place. British Values are woven into the history curriculum promoting values such as mutual respect, tolerance and individual liberty.

We aim to develop pupils' historical skills, critical thinking, and an appreciation of how history shapes the present and future. Our curriculum is structured to ensure:

- A chronological understanding of key historical periods, events, and figures.
- Development of historical enquiry skills through the use of primary and secondary sources.
- An appreciation of local, national, and global history.
- Engagement with historical concepts such as continuity and change, cause and consequence, and similarity and difference.
- Opportunities for cross-curricular links with subjects such as English, Geography, and Art.

- Inclusivity, ensuring diverse perspectives and voices are represented.

Our history curriculum plays a crucial role in developing pupils' cultural capital by exposing them to a wide range of historical events, figures, and perspectives. In the context of a history primary curriculum, **cultural capital** refers to the knowledge, skills, experiences, and cultural awareness that children bring to their learning, which helps them make sense of historical events and figures. It can also be seen as the resources—such as books, visits to museums, or cultural activities—that enhance a child's understanding of history and society. At our school, aim to enrich the curriculum through wider opportunities such as themed days, visitors and school trips so that children at Stubbins leave school with an understanding of history beyond the classroom.

For example, across our Educational Visits Programme, each child will be exposed to historical sites, family stories, or participate in cultural events. This can influence their ability to understand and engage with history lessons. As teachers, we aim to build on and enrich this cultural capital through lessons that incorporate diverse historical perspectives, encourage critical thinking, and expose children to a range of historical narratives and artifacts. The goal is to support children in connecting their personal experiences to broader historical contexts. Wherever possible children will be given opportunities to visit local places of interest, museums and meet or work with visitors to create memorable learning opportunities and to further support and develop their understanding and learning in history.

Through our carefully planned and sequenced curriculum, we provide opportunities for pupils to:

- Engage with significant cultural and historical sites through trips and virtual experiences.
- Learn about key historical figures from diverse backgrounds who have shaped societies.
- Develop an understanding of the historical context behind traditions, values, and institutions that influence modern life.
- Explore how history has impacted art, literature, science, and political thought.

### Implementation

At Stubbins, History is delivered through subject specific teaching, organised into 3 half termly units per year group. To achieve our intent, history is taught as a discrete subject within a carefully planned curriculum that ensures progression of skills and knowledge.

Our approach includes:

- A structured long-term plan ensuring full coverage of the National Curriculum.
- Thematic and chronological teaching approaches to support knowledge retention.
- Use of high-quality resources, including artefacts, books, and digital content.
- Enquiry-based learning that encourages children to question, investigate, and form opinions.
- Opportunities for experiential learning through trips, visitors, and practical activities.
- Regular assessment through formative and summative strategies, including quizzes, discussions, and project work.
- Continuous professional development for staff to enhance subject knowledge and effective teaching strategies.
- Use of high-quality teaching strategies, including modelling, scaffolding, and pre-teaching of vocabulary to support all learners.
- Opportunities for cross-curricular writing, such as diary entries, letters, and recounts, allowing pupils to demonstrate their historical understanding in a meaningful way.

History is integrated across all key stages to ensure a progressive and cohesive learning experience:

- **Early Years Foundation Stage (EYFS):** Children develop a sense of time and place through stories, role play, and discussions about past and present events in their own lives and those of their families.

- **Key Stage 1:** Pupils begin to explore significant historical figures and events, using simple timelines and storytelling to develop an understanding of the past.
- **Key Stage 2:** A more detailed study of British and world history is undertaken, ensuring pupils build chronological understanding and develop critical enquiry skills. Pupils engage in debates, analyse primary and secondary sources, and participate in extended writing tasks to reinforce their historical knowledge.
- **Whole School Approach:** History is enriched through assemblies, themed weeks, and cross-curricular projects that enhance engagement and deepen understanding.

### **Long Term and Medium Term Planning**

Our History Curriculum has been carefully mapped out across a Long Term plan to show careful progression across the school. The subject has its own long term plan alongside year group curriculum maps which detail progression across the year in more detail. Chronological understanding, historical understanding, historical enquiry, interpretations of history are all mapped out to ensure that pupils build on prior knowledge and unit planning covers each of these strands. The History units taught have been developed to help children appreciate their own heritage, the diversity of our nation and the challenges of their time.

Our history curriculum is a broad and balanced curriculum which has been carefully planned and sequenced to allow children to build their mental models over time. It outlines the skills, knowledge and vocabulary to be taught in a sequentially coherent way.

Medium term plans carefully show the knowledge and skills which must be taught within each unit. These plans provide the key vocabulary, prior knowledge and skills and clear learning outcomes for teachers to build their own weekly planning from. Within these documents, there are opportunities for cross curricular writing and they have been carefully organised to ensure that key History knowledge is taught before children are asked to apply their history knowledge to other subjects such as English.

### **Progression Documents**

Our progression of skills, knowledge and vocab document shows what is taught within each year group and how these skills develop to ensure that attainment targets are securely met by the end of each key stage.

### **Pre Learning/ Retrieval Practice**

Each unit will start by completing a pre-learning task and then revisiting prior knowledge. This allows teachers time to understand what knowledge and skills the children already have about the topic. This can then be built into their planning to ensure all children make progress in their learning.

### **Vocabulary**

Staff will model explicitly the subject specific vocabulary and this will be displayed in classrooms and referred to throughout the unit alongside key questions, key facts and examples of the work being taught.

### **Knowledge Organisers**

Knowledge organisers for each unit support pupils by providing a record of the key knowledge, skills and subject specific vocabulary learned, encouraging the recall and helping the children's learning to stick. It also shows how knowledge and skills are built upon through the year groups.

### **Reading**

Across school, we have a good supply of a range of diverse and inclusive books. These include both fiction and non-fiction topic books to support children's individual research and fiction texts to provide enrichment of the historical periods studied.

Within the classroom, teachers will display high quality texts linked to their subject. For example, when studying the Romans, the children will have a range of books out on display to support their research and enhanced their reading areas.

### **Resources**

Where possible, we use artefacts as primary sources of evidence in history lessons. Where not possible we use IT, photographs and illustrations as secondary sources of information. In addition, artefact boxes may be borrowed from the Lancashire Museum Service, providing artefacts relating to historical topics taught. We welcome and actively encourage visitors to join us to pass on their experiences, memories and knowledge. Learning outside the classroom also plays a key role in the provision of our local history.

### **House Teams**

At Stubbins, we have carefully chosen our house team names to reflect a diverse, inclusive range of people including some of which are historic figures such as Robert Peel. We have chosen to include some historic figures which help the children to develop their local history knowledge.

### **Impact**

Our history curriculum is designed in such a way that children can talk confidently about what they have been learning in history, using subject specific vocabulary and able to place their learning in chronological order. Children are engaged in lessons and can recall their learning over time. Pupils work demonstrates that history is taught at an age-appropriate standard across each year group with opportunities planned for pupils working at greater depth.

Our curriculum is bespoke to our school and covers areas of history that are relevant to the children of Stubbins. Children therefore leave Y6 prepared for life in the wider community, with a greater understanding of Great Britain's past and present giving them a sense of how they and others fit into the big picture. The history curriculum at Stubbins is designed to form a strong foundation for their historical learning at Key Stage 3 and beyond.

Children will:

- be able to talk about times, events and people in British history and make links
- have a clear chronological understanding of the periods of history studied
- be able to discuss how sources of evidence can be represented and interpreted and
- understand that different versions of the past may exist and the reasons for this
- discern how and why contrasting arguments
- meet the end of key stage expectations outlined in the national curriculum for history.

The impact of our history curriculum is reflected in pupils who:

- Develop a deep understanding of historical concepts and can articulate their knowledge confidently.
- Use historical enquiry skills to analyse sources and form balanced arguments.
- Recognise the significance of history in shaping the modern world.
- Demonstrate curiosity and enthusiasm for learning about the past.
- Show progression in their historical knowledge and skills, as evidenced through assessment data, discussions, and written work.
- Are well-prepared for the next stage of their education with a secure foundation in historical thinking and enquiry.

### **Assessment Opportunities**



Stubbins uses assessment to enable staff to understand what pupils have learnt before, what they need to learn now and what they will learn next. The impact of our history curriculum can be constantly monitored through both formative and summative assessment opportunities. History assessment is ongoing throughout to inform teachers with their planning of future lessons, activities and adaptive teaching. Summative assessment is completed at the end of each unit and used to inform leaders of school improvements or skills that need to be further enhanced.

### **Pre and Post Learning**

All learning will start with a pre-learning task which gives children an opportunity to revisit prior knowledge and show their teacher their current knowledge around their new topic. Staff will model explicitly the subject specific vocabulary and this will be displayed in classrooms and referred to throughout the unit alongside key questions, key facts and examples of the work being taught.

### **Formative assessment**

Formative history assessment is ongoing throughout units to inform teachers with their planning of future lessons, activities and adaptive teaching. Regular questioning, discussions, and written tasks to gauge understanding during lessons.

### **Summative assessment**

Summative assessment is completed at the end of each unit and will take the form of quizzes, Q&A and/or independent pieces of writing. These assessments are used to inform leaders of school improvements and inform teachers and leaders of the skills that need to be further enhanced. Summative assessment is completed termly, based on the history skills that the medium-term plan requires as a key focus.

At the end of each school year pupils will be assessed within 1 of the following bands:

- Working Towards the curriculum (WT)
- Working at Expected (EXP)

### **Marking**

Children receive regular feedback and Stubbins marking follows the school's marking and feedback policy.

Assessment in history is ongoing and ensures that pupils are making progress. Other ways of assessing learning includes:

- **Teacher Observations:** Monitoring engagement, participation, and historical thinking skills during lessons.
- **Pupil Voice:** Encouraging children to reflect on their learning experiences and express their understanding of historical topics.
- **Work Scrutiny:** Reviewing pupils' written work to ensure progression and depth of understanding.

Regular monitoring, including lesson observations, pupil voice, and work scrutiny, ensures that our history curriculum is effectively delivered and continues to meet the needs of all learners.

### **Inclusion**

Adaptive teaching and scaffolding learning ensure that lessons can be accessed and enjoyed by all pupils and opportunities to stretch pupils' learning are maximised when required. Lessons will be planned to ensure that there are no barriers to every pupil achieving. Teachers will plan lessons so pupils with SEN and/or disabilities can study history, wherever possible, and ensure that there are no barriers to every pupil achieving. Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and



to support pupils to take part in history. Talented or more able children will be challenged through extension tasks and independent learning tasks; such as researching, interviews, gathering further historical evidence.

We are committed to ensuring that our history curriculum is accessible and meaningful for all learners. This includes:

- Representing diverse voices and perspectives, including those of different ethnicities, genders, and socioeconomic backgrounds.
- Ensuring teaching materials reflect a balanced view of history, acknowledging both achievements and challenges.
- Adapting lessons to meet the needs of all pupils, including those with SEND and EAL learners.
- Encouraging respectful discussions that allow pupils to express their thoughts and learn from each other's perspectives.
- Challenging stereotypes and promoting a broad, inclusive understanding of historical narratives.
- Providing opportunities for SEND pupils through tailored support, including visual aids, hands-on learning experiences, and adapted resources.
- Implementing high-quality teaching strategies such as scaffolding, modelling, and pre-teaching of key vocabulary to support understanding and accessibility for all learners.

### Equality and Accessibility

Embedding the teaching of British Values—such as democracy, the rule of law, individual liberty, mutual respect, and tolerance—within historical contexts helps pupils understand their relevance in today's society. By examining these values through the lens of history, students can appreciate their importance in shaping modern life and the roles they play in creating a fair and just society.

For example, at Stubbins we do this in the following ways:

1. **Democracy:** Pupils might study the history of elections, such as the development of parliamentary democracy, and explore how voting rights have expanded over time. They could engage in mock elections or debates within the classroom, allowing them to practice democratic processes and understand their significance in a modern context.
2. **The Rule of Law:** A history lesson could focus on significant historical events where laws were created or changed, such as the signing of the Magna Carta or the abolition of slavery. Discussions would then link how these historical moments influenced the rule of law today, helping children understand the importance of laws in society.
3. **Individual Liberty:** Exploring the history of key figures like suffragists or civil rights activists would help students understand the struggle for individual freedoms and equal rights. Pupils could reflect on how these individuals fought for liberty and what it means in today's society.
4. **Mutual Respect and Tolerance:** History lessons could cover periods of significant cultural and religious diversity, such as the Victorian era or the post-war migration in Britain. Children could explore how different groups coexisted and contributed to society, promoting an understanding of the importance of respect and tolerance for others.

Additionally, promoting awareness of the Protected Characteristics outlined in the Equality Act 2010 ensures that pupils understand the value of diversity and respect for others. This includes fostering an appreciation for differences in age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation, helping students develop a respectful and inclusive attitude towards everyone.

For example at Stubbins, here are some of the ways we do this

1. **Age:** In history lessons, children could learn about different historical periods and the experiences of people from different age groups, such as children during wartime or the elderly in the Victorian era. This could highlight how age has affected people's lives throughout history and how society values individuals at different stages of life.
2. **Disability:** Pupils could study historical figures who overcame disabilities, such as Helen Keller or disabled soldiers in both World Wars, and learn about the challenges they faced. This would promote respect for people with disabilities and an understanding of their contributions to society.
3. **Gender Reassignment:** While this may be a more sensitive topic, pupils could explore the history of gender roles and how they have evolved. Lessons could highlight historical figures who defied traditional gender roles and discuss how societal views on gender identity have changed over time.
4. **Race and Religion:** Teaching about historical events such as the Civil Rights Movement, the Windrush generation, or religious migration to Britain can help students appreciate racial and religious diversity. Discussions could focus on the contributions of different cultural and religious groups to British society, fostering respect for all races and beliefs.

By weaving these themes into the history curriculum, schools can ensure that pupils not only learn about the past but also develop a deeper understanding of the values that shape a fair and inclusive society today.

### Cross Curricular links

History provides valuable opportunities for learning across different subjects, including:

- **English:** Developing literacy skills through historical narratives, debates, and research-based writing. In **English Pathways to Write** lessons, historical narratives are a key unit of study. These units build on pupils' prior historical knowledge, enabling them to apply their understanding of historical events, figures, and contexts to extended writing opportunities in wider subjects. This approach strengthens both historical knowledge and literacy skills, fostering deeper engagement with the past.
- **Geography:** Understanding historical events in their geographical context, including migrations, settlements, and environmental changes.
- **Art and Design:** Exploring historical art movements, architecture, and cultural influences on artistic expression.
- **Science:** Examining scientific discoveries and technological advancements within historical contexts.
- **PSHE and Citizenship:** Promoting discussions on historical events related to democracy, rights, and responsibilities.
- **Mathematics:** Using timelines, data interpretation, and chronological reasoning to enhance numeracy skills.

### Links to Other Policies

This policy should be read alongside the following policies:

- Teaching and Learning Policy
- Special Educational Needs and Disability (SEND) Policy
- Equality and Diversity Policy
- Assessment Policy
- PSHE and Citizenship Policy
- English Policy
- Geography Policy

