



History Policy

St Anne's Fulshaw CE Primary School
History Policy

Intent

Our curriculum, underpinned by the 2014 national curriculum for history, is designed to ensure that all pupils:

- develop a coherent knowledge and understanding of Britain's past and that of the wider world
- are inspired and curious about the past
- develop a secure understanding of chronology
- ask perceptive questions, think critically, evaluate evidence, sift arguments, and develop perspective and judgement
- are supported 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.

Implementation

At St Anne's Fulshaw, to ensure high standards of teaching and learning in history, we implement a coherent curriculum that is ambitious in scope and progressive throughout the school.

In Reception, this links the new 'past and present' focus in the EYFS framework. Children have a topic about 'My family' which enables discussion around then and now, and visits from parents and grandparents support their learning about earlier times. When possible, visits in the local area and visitors from the emergency services give them opportunities to learn about the lives of people around them. Stories and non-fiction text choices support the development of their understanding of the recent past.

We operate a 2-year cycle in Years 1 & 2, 3 & 4, 5 & 6 to ensure coverage of all areas of the National Curriculum. History topics are alternated half termly with geography, to allow children to study each topic in depth. At the start of each topic, teachers take time to find out what our children already understand and what they want to find out. We include the use of artefacts, visits out of school and visitors to school, wherever appropriate, listening to stories, interviewing friends and family, using drama and film, working collaboratively and on individual projects to support teaching and learning.

Our planning is shaped by a question-led approach to enable study to be focused, and also to provide a springboard into other aspects of the period which may be connected to prior learning or other curriculum subjects. This approach enables teachers to be precise about which aspects they will focus on, to ensure deep learning, as well as development of historical enquiry skills.

Furthermore, with a relatively mobile school population, with increasing diversity, this flexibility affords teachers the opportunity to develop understanding and empathy, as well as wider historical learning as appropriate.

Progression in developing historical skills is mapped out in the 2 year rolling programme. Insight tracking is used to record coverage and understanding of each aspect of history throughout the school.

Impact

The impact of the learning in history is measured in a range of ways. Children are expected to be able to tell stories from different periods of history, recount the lives of significant individuals, understand the chronology of the periods taught and the connections between them, and have a good sense of the impact of change and continuity over time.

They are expected to raise their own enquiry questions, and demonstrate their learning in a variety of ways, and to take responsibility gradually for choosing how they present their findings. They are expected to understand methods of historical enquiry, the importance of sources and how to challenge and verify historical evidence. They are also expected to be developing a deeper understanding of the wider context of British history, as well as developing interest and curiosity about world history.

The curriculum is designed to allow excellent progress through the key early years and the two key stages, relative to each individual child's starting point. Pupils are expected to leave St Anne's Fulshaw ready to embark on their next stage of historical learning with knowledge, skills and curiosity.

Equal Opportunities

All children will be given equal access to reach their potential regardless of race, gender, cultural ability, background, ability or any sensory or physical disability. Class management and activities takes account of such issues and appropriate resources which are non-biased are used.

SEND

Early identification of children with SEND is vital to ensure that they maximise their potential within the curriculum. Classes contain children of mixed age and ability, so a wide range of activities is planned to meet different learning needs and abilities. Adaptations are made to accommodate specific needs of children where appropriate.

Subject Development

It is the responsibility of the subject lead to keep up to date with developments and issues in the history curriculum and beyond, and to advise and inform colleagues as necessary.

The subject lead will attend appropriate INSET and courses and feed back to staff. They will also identify suitable CPD courses for other members of staff.

As appropriate, the subject lead will investigate and arrange activities and visits from specialists, in consultation with the head teacher, as well as trips out of school to support the delivery of the curriculum.

Monitoring

The subject lead is responsible for development and evaluation of the curriculum to ensure continuity and progression across the school.

This includes:

- helping teachers with planning
- reviewing and updating policy as necessary
- observations of lessons and feedback
- book scrutiny
- analysing results of assessments to identify whole school strengths and weaknesses.

Assessment

See impact

Resources

The subject lead is responsible for the management of resources to support learning in history, ensuring that they are up to date, available and appropriate.

Health and Safety

Where special equipment is used, guidance is taken from CLEAPPS. Children are taught to use equipment correctly, store it safely and manage its use sensibly.

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