History Policy

November 2026

History Intent

History should be exciting for children, piquing their curiosity, and giving them a rounded view of their own lives and those of their ancestors. History should be taught chronologically, focusing on social history, allowing children to empathise and have an understanding of the lives of their predecessors.

Our Rationale for the teaching of History.

History is a subject which explores human culture, politics and economics. For children, it should be exciting, piquing their curiosity, and giving them a rounded view of their own lives and those of their ancestors, placing themselves in an historical continuum.

History is mainly taught chronologically through the school and will focus on social aspects of our predecessors' lives, allowing children to empathise, using their imagination to explore what it would have been like to live in different eras. Through this process, they will develop an understanding of the lives of people from different religious, cultural and economic backgrounds and how this has influenced decision making.

History naturally links with other curriculum and topic-based subjects. To enhance this relationship, each class will have a time-line. This will be created by the children and they will have ownership over the timeline. When events are discussed, in any subject area, these will be added to the time-line giving the children further knowledge and understanding of chronology.

Throughout the school, children will be taught to use different research methods and to verify facts by using different historical sources. They will be inquisitive, questioning sources and deciding if facts have been corroborated sufficiently to be accepted.

Children will be aware of how bias can be introduced into the history of countries. How history can be manipulated, or controlled, by the ruling parties, dynasties, or families.

Historical language will be used in all areas of the curriculum, so that children are fluent at using historical language applicable to their age.

History will be planned to encompass an authentic outcome. This will be shared, whenever possible, with the wider community giving children a sense of purpose and reason.

Historical Pedagogy at St Peter's

History will be taught appropriate to the age of the children. Quality First Teaching will ensure that appropriate pedagogies will be employed.

Younger children will be taught using a more pragmatic approach. They will participate in role play and investigation, to support them as they build empathy for their ancestors. History will be related back to their own lives and the lives of their families.

As the children progress through the school, History will continue to be taught in such as way that empathy is built, whilst utilising the authentic outcome concept.

Mixed age classes

At St. Peter's we teach mixed age classes through KS1 and KS2. All subjects are taught on a 2-year rolling programme so that children will be exposed to all of the required subject areas and skills for their phase. Challenges will be adapted to meet the requirements of the differing cohorts, stretching and challenging all children regardless of their age and ability.

History in Foundation Stage

Children will not receive explicit teaching of History in the Early Years setting (Preschool/EYFS).

Historical concepts will be included within the Personal, Social and Emotional Development and the Understanding the World, educational programmes. These will build on a child's view of self, linking them to their siblings, parents and grandparents so that they begin to have an understanding of where they stand in History.

Timelines in Foundation stage classrooms will be pictorial and will show the historical relationship between the children, their siblings, parents and grandparents.

These concepts will then be built on in Key Stage 1.

History in Key Stage 1

The National Curriculum states:

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Where possible, whilst meeting the objectives of the National Curriculum, lessons will be linked to topic, working towards an appropriate, and worthwhile, authentic outcome.

Areas covered will include, but will not be exclusive of:

- Changes within living memory.
- Events beyond living memory which have been significant nationally and globally.
- A knowledge of the lives of significant people who have contributed towards national and international achievements.
- Significant historical events, people and places within their own locality.

The Children will be provided with the following skill set through Quality First Teaching:

They will be able to observe or handle evidence to ask questions and find answers to questions about the past.
• Ask questions such as: What was it like for people? What happened? How long ago?
• Use artefacts, pictures, stories, online sources and databases to find out about the past.
• Identify some of the different ways the past has been represented.

They will be able to describe historical events:
• Describe significant people from the past.

They will be able to place events and artefacts in order on a time line.
• Label time lines with words or phrases such as: past, present, older and newer.
• Recount changes that have occurred in their own lives.
• Use dates where appropriate.

They will be able to use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.

• Show an understanding of the concept of nation and a nation's history.
• Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.

History in Key Stage 2

The National Curriculum states:

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

Areas covered will include, but will not be exclusive of:

- 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 civilisations – an overview of where and when the first civilisations 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.

The Children will be provided with the following skill set through Quality First Teaching:

They will be able to use evidence to ask questions and find answers to questions about the past.

• Suggest suitable sources of evidence for historical enquiries.

• Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.

• Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.

• Suggest causes and consequences of some of the main events and changes in history.

They will be able to describe changes that have happened in the locality of the school throughout history.

• Give a broad overview of life in Britain from ancient until medieval times.

• Compare some of the times studied with those of other areas of interest around the world.

• Describe the social, ethnic, cultural or religious diversity of past society.

• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.

They will be able to place events, artefacts and historical figures on a time line using dates.

• Understand the concept of change over time, representing this, along with evidence, on a time line.

• Use dates and terms to describe events.

They will be able to use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology.

• Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.

They will be provided with a variety of sources including books, iPads and other digital technology, visitors, site visits, special first-person experiences (e.g. theme days), artefact loans and reproductions from museums.

Assessment

At St. Peter's we use a variety of assessment techniques to monitor pupil progress. This is aligned to the age and ability of the children wherever possible.

Pre and post topic, there should be an assessment of the topic content. The same assessment will be used on both occasions so that improvements in knowledge can be quantitively recorded. Questions should be differentiated between cohorts to align with the progression of skills and knowledge for history.

Research has shown that regular review is required to ensure knowledge is consolidated in the long-term memory. Through planning, teachers will include regular, specific review of information taught during previous sessions, terms or years. Review may take the form of low stakes quizzing, retrieval grids or multiple-choice questions and does not need to be documented. Further quizzing should be provided at the end of each session to ensure consolidation of information taught.

Insight

We use the Insight assessment and internal monitoring system to ensure pupils' attainment against identified learning objectives. It supports the systematic development and assessment of historical knowledge and skills, ensuring clear progression across all year groups and cohorts.

The Role of History Lead

The role of the History Lead is to monitor and moderate History across the Key stages.

They will monitor planning and books, to ensure the progression of skills and knowledge through the Key stages.

They will work towards ensuring that the school is ready for an Ofsted visit and deep dive.

They will provide an annual action plan, carrying out the actions and assessing their effectiveness.

They will liaise with the Head Teacher, School Development advisor and Governors to ensure History is taught to an appropriate standard throughout the school. The standard strived for should be outstanding.

They will assess data for disadvantaged groups, SEND, boys and girls. They will highlight any gaps and develop action plans to address these gaps.

They will carry out an annual staff questionnaire to identify gaps in knowledge or skills. They will provide, or arrange, any support or training required by the teaching, and other staff, to ensure that they are confident in their role.

They will carry out annual pupil perception surveys to assess the effectiveness of Quality First Teaching and the retention of knowledge of the children from term to term/topic to topic.

They will provide a summary of advised vocabulary (History Association based) for the different topics taught. This may be modified to be age appropriate.

They will carry out learning walks to observe Quality First Teaching and provide feedback to phase leaders and individual teachers.

They will liaise with outside agencies and the wider community to provide an immersive experience for pupils.