

# History Policy

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**CAPTAIN WEBB PRIMARY SCHOOL**

Curriculum

## Document History

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## Introduction

At Captain Webb Primary School we are committed to providing all children with learning opportunities to engage in history. This policy sets out a framework within which teaching and non-teaching staff can work, and gives guidance on planning, teaching and assessment.

History is about real people who lived, and real events which happened in the past. History is concerned with sequence, time and chronology and is the study of evidence about the past; it gives us a sense of identity, set within our social, political, cultural and economic relationships. History fires the children's curiosity about the past in Britain and the wider world and plays an essential part in preparing us for living and working in the contemporary world. Pupils consider how the past influences the present, what past societies were like, how these societies organised their politics, and what beliefs and cultures influenced people's actions. As they do this, children develop a chronological framework for their knowledge of significant events and people. They see the diversity of human experience and understand more about themselves as individuals and members of society. What they learn can influence their decisions about personal choices, attitudes and values. In history, children find evidence, weigh it up and reach their own conclusions. To do this they need to be able to research, sift through evidence, and argue for their point of view – skills that are prized in adult life.

## Aims of teaching

The aims of history are:

To instil in the children a curiosity and understanding of events, places and people in a variety of times and environments.

To develop an interest in the past and an appreciation of human achievements and aspirations

To understand the values of our society

To learn about the major issues and events in the history of our own country and of the world and how these events may have influenced one another

To develop a knowledge of chronology within which the children can organise their understanding of the past

To understand how the past was different from the present and that people of other times and places may have had different values and attitudes from ours

To understand the nature of evidence by emphasising the process of enquiry and by developing the range of skills required to interpret primary and secondary source materials

To distinguish between historical facts and the interpretation of those facts

To understand that events have a multiplicity of causes and that historical explanation is provisional, debatable and sometimes controversial

## Teaching and Learning

The history curriculum is mapped to ensure alignment with the national curriculum in both subject content and stated programmes of study. Key knowledge and skills have been informed by the stated programmes of study and build towards specific end points at the end of each phase group - Y1 & 2, Y3 & 4 and Y5 & 6 (knowledge and skills in

reception provide the foundation for those identified in the first phase). Units start with a timeline activity to aid chronological understanding. As part of the introduction to each new history topic, teachers review what the children know already and identify what children would like to learn, through our 'Big Questions activity' this informs the programme of study so that it takes account of children's interests. For each unit teachers have a carefully selected set of key vocabulary that they use in each lesson to support understanding, as well as picture word mats of specific vocabulary to aid SEN children. In each lesson, children are guided towards the learning intention through the use of success criteria. The LI and success criteria are shared at the beginning of the lesson and reviewed by children at the end. They are subsequently used by the teacher during the assessment and review work of children's work and are used to identify target areas. Lessons are planned to enable children to acquire key knowledge alongside the development of key skills in history and outcomes of work will reflect this. Children will develop their enquiry skills and develop the ability to analyse, question and compare sources of evidence to form their own judgements about the past. The organisation and implementation of the history curriculum will help children to foster an enthusiasm and sense of curiosity about the past. Key knowledge is reviewed by the children and rigorously checked and consolidated by the teacher at the end of each unit of work. Teaching and learning in history is supported by a wealth of resources, including access to the Cornerstones scheme and the history association's online platform. Learning outside the classroom is planned for and embedded in practice and this, as well as the key knowledge and skills, is progressive throughout the school.

### Programmes of study

#### Foundation stage

We teach History in Reception as an integral part of the Understanding the World concepts covered during the year. As outlined in the EYFS Framework of 2021, the specific area of Understanding the World includes three ELG's. To meet the ELG of 'Past and Present', children will develop an understanding of the past and present by talking about their lives and the lives of people around them as well as exploring some similarities and differences in the past and present. This understanding will be developed through experiences, discussion, play and stories.

Children are

beginning to gain knowledge and understanding of the world through:

- Photographs
- Listening to stories and memories of older people
- Role play activities
- Discussing events in the past and their own personal lives
- Sequencing events to gain a sense of time

#### KS1

During Key Stage 1, children begin to develop an awareness of the past, using common words and phrases relating to the passing of time. They start to 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 demonstrate a growing confidence and accuracy when using commonplace historical vocabulary. Through literacy and drama, children become able to ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. Children start to use, and begin to evaluate, some of the ways in which we find out about the past and identify different ways in which it is represented. Children are taught to identify changes within living memory, by examining how toys and entertainment have changed within living memory and

what this reveals about changes in national life. Children also investigate events beyond living memory, to develop a growing sense of chronology and awareness of time and changes over time (including technological advances). As part of this focus children will study the Great Fire of London. Children will also study the lives of significant individuals in the past who have contributed to national and international achievements; the specific individuals studied will link to and support cross curricular work. In Y1, the key individuals include Florence Nightingale, Malala Yousafzai and Mary Anning and Mary Seacole. Looking at our locality, we study our namesake, Captain Matthew Webb and our immediate locality. In Y2, as well as focussed studies on Grace Darling; As part of our study of significant historical events, children will learn about significant individuals during the time of the Great Fire of London, including Samuel Pepys.

## KS2

Throughout Key Stage 2, pupils 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. This sense of understanding of chronology will be referred to throughout this Key Stage so that children become secure in their understanding of important historical events and eras, trends over time and develop the appropriate use of historical terms. Children will regularly address and be encouraged to devise historically valid questions about change, cause, similarity and difference, and significance. Children will learn to select, organise, review and present relevant historical information. Children will begin to understand how our knowledge of the past is constructed from a range of sources and that sources need to be carefully evaluated. Progression, through this Key stage, will allow pupils to understand both the long arc of development and the complexity of specific aspects of the content. During this Key Stage, children are learning about the changes that happened in Britain from the Stone Age, through the Bronze Age to the Iron Age. They will also learn about the Roman Empire and its impact on Britain; both in the short term and to the present day. This study will be followed by an investigation of Britain's Anglo-Saxons and its occupation and rule by the Vikings, culminating in the struggle for the Kingdom of England to the time of Edward the Confessor. We will study the impact of World War II in Britain with a focus on 'The Battle of Britain'. In addition to this focus on British history, we will study the achievements of the earliest civilizations, giving children an overview of where and when they first appeared and furthermore, the opportunity to study in depth early civilizations including The Romans and Ancient Egypt. Once again, specific in-depth studies have been selected to enable and ensure effective and enriching cross curriculum links. Children's study of ancient civilisations will be extended by investigation of Ancient Greece, where children will study Greek life, the major achievements of this society and its influence on the western world. To further complement children's understanding of society, children will study early Mayan civilisation as part of their learning of a non-European society that provides contrasts with British history.

## Planning

Teachers have identified the key knowledge that is being taught, as well as the skills that are being developed across each topic, and these are recorded on the 'History – Key Knowledge and Skills Progression Map'. These are also outlined on each topic overview, which also states the key vocabulary for the unit, how the school's context has been considered within the programme of study and the explicit links to the 2014 National Curriculum. Cross curricular links are also identified and stated explicitly in planning and will be evidenced through outcomes of work.

## Cross Curricular Links

### Literacy

History contributes significantly to the teaching of Literacy in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that are

used in Literacy lessons are historical in nature. Children develop oracy through discussing historical questions or presenting their findings to the rest of the class. They develop their writing ability by composing reports and letters and through using writing frames.

## Maths

History teaching contributes to the teaching of mathematics in a variety of ways. Children learn to use numbers when developing a sense of chronology through doing activities such as time-lines. Children learn to interpret information presented in graphical or diagrammatic form. Many of the Contextual Hot tests delivered have a Historical connection which further embeds the topic in the children's minds.

## Computing

We use computing in history teaching where appropriate. Children use computing in history to enhance their skills in data handling and in presenting written work, and they research information using the Internet. Each teacher ensures it is used as a teaching tool where appropriate, and provides opportunities for children to also use it.

## Personal, Social and Health Education (PSHE)

History contributes significantly to the teaching of personal, social, citizenship and health education. Children develop self-confidence by having opportunities to explain their views on a number of social questions such as how society should respond to poverty. They learn how to recognise and challenge stereotypes. They learn how society is made up of people from different cultures and start to develop tolerance and respect for others.

## Assessment

Assessment for learning is continuous throughout the planning, teaching and learning cycle. It is supported by use of the following strategies:

- Observing children at work, individually, in pairs, in a group and in class during whole class teaching.
- Using differentiated, open-ended questions that require children to explain and unpick their understanding.
- Providing effective feedback, including interactive marking through Structured reflection questions where appropriate, to engage children with their learning and to provide opportunities for self-assessment, consolidation, depth and target setting.
- Book moderation and the monitoring of outcomes of work is completed by the Subject leader termly, to evaluate the range and balance of work and to ensure that tasks meet the needs of different learners (with the acquisition of the pre-identified key knowledge and key skill development of each topic being evidenced through the outcomes).

In history we assess in the following way: Summative and formative assessment is carried out in every topic we deliver. Assessment of Prior Learning (APL) is used in each session. The end of each unit of study is concluded with an end of unit assessment, this incorporates Chronological understanding, Substantive knowledge and Disciplinary knowledge all of which is taken from our Key skills grid. Our Key Substantive Concepts and the key vocabulary knowledge is measured during these assessments.

### Equal Opportunities

At Captain Webb Primary school, we are committed to providing a teaching environment which ensures all children are provided with the same learning opportunities regardless of social class, gender, culture, race, special educational need or disability. Teachers use a range of strategies to ensure inclusion and also to maintain a positive ethos where children demonstrate positive attitudes towards others.

Support for specific individuals is well considered and planned for, with consideration given to how greater depth and further challenge can be provided for and demonstrated by children who require further challenge.

### Health and Safety

The general teaching requirement for health and safety applies in this subject. We encourage the children to always consider their own safety and the safety of others. Teachers refer to the School's Health and Safety Policy and the safety procedures recommended in the DfE 'Health and Safety of Pupils on Educational Visits' guidelines for the educational visits aspects of this subject.

### Resources

Existing history resources are stored in the relevant year groups and are organised into topic themes, which are clearly labelled. The library contains a good supply of history topic books to support children's individual research. As well as class book corners that have a select number of Non-Fiction books on display. Class teachers are encouraged to have a topic table for each of the history schemes of work where books and other artefacts are displayed and easily accessible for children, alongside the history working wall.

### Inclusion

In school, we aim to meet the needs of all our children by adapting our history learning to the needs of our pupils. We provide a variety of approaches and tasks appropriate to ability levels. Activities both within and outside the classroom are planned in a way that encourages full and active participation by all children, matched to their knowledge, understanding and previous experience. Collaboration and hands on activities are used throughout both

key stages to encourage participation by all. This often begins with an educational visit to a historical site or a specialist coming into school. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language. Where a child's progress falls significantly outside the expected range, they are provided with an Individual Provision Map (PM). This (PM) is taken into account in enabling children with special educational needs to access and engage with the history curriculum. Factors such as classroom organisation, teaching materials, teaching style and adaptive teaching are taken into account to enable the child to learn more effectively.

Teachers refer to the 'Whole School SEND Teacher Handbook' found at <https://www.wholeschoolsend.org.uk/resources/teacher-handbook-send>

### Differentiation

All pupils are entitled to access the history curriculum at a level appropriate to their needs. To ensure inclusion, teachers use a range of strategies in line with the school's inclusion planning key. Independent tasks, as well as teaching, are also well-adapted to ensure full accessibility; these are designed and selected to provide appropriate challenge to different groups of learners. The school makes full use of additional adults who are deployed effectively to ensure that identified individuals and specific groups of children are able to make progress according to their full potential. The wide and varied range of learning experiences, including access to paces of historical significance in the immediate and wider locality, as well as bespoke workshops, ensures a broad, balanced and enjoyable history curriculum that considers all learners.

## Role of the subject leader

The coordinator's responsibilities are:

- To ensure a high profile of the subject
- To ensure a full range of relevant and effective resources are available to enhance and support learning.
- To ensure progression of the key knowledge and skills identified within each unit and that these are integral to the programme of study and secure at the end of each age phase.
- To monitor books and ensure that the key knowledge and, where applicable, key skills, are evidenced in outcomes
- To monitor planning and oversee the teaching of history.
- To lead further improvement in (and development of) the subject, as informed by an effective overview of the subject.
- To ensure that the history curriculum has a positive effect on all pupils, including those who are disadvantaged or have low attainment.
- To ensure that the history curriculum takes account of the school's context, promotes children's pride in the local area and provides access to positive role models from the local area to enhance the history curriculum.
- To ensure that approaches are informed by and in line with current identified good practices and pedagogy and to attend regular opportunities for CPD, including History Subject Leader Network Meetings.