



ENSTONE PRIMARY SCHOOL

HISTORY POLICY

Aims:

The purpose of teaching history in our school is to ensure that all pupils:

- know and understand the history of Britain as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped the nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales

Curriculum Coverage:

Pupils in Reception (EYFS) will be taught according to the guidance and requirements of the Early Years Foundation Stage Curriculum.

At Key Stages 1 and 2 pupils will be taught according to the programmes of study and attainment targets for the National Curriculum in England, 2014.

In Key Stage 1 pupils will develop an awareness of the past, using common words and phrases relating to the passing of time. They will learn 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 will learn to use a wide vocabulary of everyday historical terms. They will be encouraged 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. They will learn about some of the ways in which we find out about the past and identify different ways in which it is represented.

Key Stage 1 pupils will be taught about:

- changes within living memory
- events beyond living memory that are significant nationally or globally
- the lives of significant individuals in the past who have contributed to national and international achievements
- significant historical events, people and places in their own locality

In Key Stage 2 pupils will 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 will note connections, contrasts and trends over time and develop the appropriate use of historical terms. They will regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They will construct informed responses that involve thoughtful selection and organisation of relevant historical information. They will be taught how our knowledge of the past is constructed from a range of sources.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers will combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Key Stage 2 pupils will be taught about:

- 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
- Ancient Greece
- A non-European society that provides contrasts with British history

Approach to teaching and learning:

Class structure at Enstone Primary School dictates that the long term planning cycles are devised on either a 2 yearly or 3 yearly rotational basis.

- When planning the schemes of work across the key stages, attention is paid to providing pupils with i) learning experiences that provide a **balance of knowledge & understanding** appropriate to the key stage and ii) a **balanced range of perspectives**: on the lives of people and societies (political, economic, technological, social, religious, cultural, aesthetic).
- **Opportunities to assess pupils' progress** are identified within medium and short-term planning and a range of evidence is used.

- A large proportion of the work undertaken by pupils will have an **investigative/enquiry** approach. By studying primary and secondary evidence pupils will ask questions, analyse information and communicate their knowledge and understanding in a variety of ways.
- Activities will be created to provide opportunities for pupils to develop, apply and make progress within the wide range of **historical skills and concepts** e.g. chronology; change over time; social, cultural, religious and ethnic diversity; historical interpretation.
- As teachers/adults we must have an awareness of the messages or **bias** that we might, unwittingly, pass on either through our questioning/discussions or selected materials/resources.
- **Visits and fieldwork** are an important part of a pupil's learning. They must meet the requirements as set out in the Health and Safety policy in relation to school visits. Careful preparation will ensure that pupils are given tasks appropriate to their ability which will develop their skills of observation, questioning, recording, etc.
- History makes a significant contribution to the development of **language, literacy and**, occasionally, **numeracy**. Opportunities are always sought to allow for pupils to write purposefully across the curriculum and Literacy units and genres will often be closely tied to work in history. Pupils will be given opportunities to use **information and communication technology** both to support their learning about history and to present or analyse their findings. Aspects of the **PSHE** curriculum may also be developed through the history topic, as appropriate.
- Activities need to be created within units which will encourage pupils to reflect on their own **values and attitudes** in relation to a wider world e.g. moral issues, democracy, tolerance. Whenever possible, material should be chosen so that a range of multicultural opinion is represented and women and minority groups in past societies are accurately portrayed. We advocate co-operative work to enhance social skills.
- **Inclusion:** in consideration of pupils' varied life experiences and needs we will ensure that the history curriculum is available to all pupils, with equal and appropriate access regardless of sex, race, faith or ability.

Date Adopted: June 2026

Review Date: June 2029

Signature of Chair of Governors:

Barbara Shaw

Signature of Headteacher:

S. Mann