

'So in everything, do to others what you would have them do to you.'
Matthew 7:12



History Policy

Our School Vision

"The more you know about the past, the better prepared you are for the future." - **Theodore Roosevelt**.

At St Mark's Primary School, we want to foster in children an interest in the past in order to better develop an understanding that enables them to enjoy all that History has to offer. We aim to provide children with a chronological awareness of the different periods throughout history and therefore enable them to develop a deep understanding of significant events within both British and Worldwide History. This knowledge will allow them to better appreciate how things have changed over time and aid children in understanding their own place within society in order to develop a greater sense of cultural heritage. We hope that the significant individuals that they will learn about from the past have an inspirational and impactful effect upon their own futures.

Purpose of Study

A sequential, coherent and in-depth education in History will allow pupils to better develop an 'abstract timeline' in which they can chronologically order events throughout history and gain a deeper appreciation of the many cultures that have existed throughout time as well as the significant individuals who have helped to shape our present society and world today. Children will be able to confidently and passionately devise their own critical research questions, present their findings through a variety of mediums and express an appreciation and understanding of why the study of history is vital in combating ignorance and discrimination within our society.

Inclusion Statement

Every child is given the opportunity to be included in all aspects of school life and in all areas of the curriculum. Teaching and learning in the school ensures that all children are set suitable learning challenges. A broad range of teaching styles are adopted in response to diverse learning needs. We make every effort to overcome potential barriers to learning and assessment for individuals and for groups of children. We aim for St Marks Primary School to be an ideal learning environment for nurturing and developing the whole child.

Intent

Aims

At St Marks, we offer structured, sequential and engaging lessons to ensure that our pupils have covered and retained the skills required to meet the aims of the national curriculum. The content allows for a broad, deep understanding of history and aims to develop historical skills and concepts which are transferable to whatever period of history is being studied. These key historical skills and concepts, which are revisited throughout different units, are: Historical Interpretations; Historical Investigations; Chronological Understanding; Knowledge and Understanding of Events, People and Changes in the Past; Presenting, Organising and Communicating. In Key Stage 1, pupils are given the opportunity to acquire an understanding of time, events and people in their own, parents or grandparent's memory. In lower Key Stage 2, the intent is that they are able to work further backwards in time to include ancient history and chronologically order and compare events with more modern topics. Developing this further, in Upper Key Stage 2 pupils are able to embed this sequence of chronology with a wider selection of ancient history and therefore truly develop and embed a sense of time and how civilisations were interconnected and their impact on our daily lives.

Implementation

In order for children to know and retain more knowledge within each area of history studied, there is a structure to the lesson sequence whereby prior learning is always considered and opportunities for revision of facts and historical understanding are built into lessons. However, this is not to say that this structure should be followed rigidly: it allows for this revision to become part of good practice and ultimately helps build a depth to children's historical understanding. Through revisiting and consolidating skills, our lessons help children build on prior knowledge alongside introducing new skills and challenge. The revision and introduction of key vocabulary is built into each lesson. This vocabulary is then included in display materials and additional resources to ensure that children are allowed opportunities to repeat and revise this knowledge. Through these lessons, we intend to inspire all pupils to develop a love of history and see how it has shaped the world they live in. Additional educational visits and trips will help to provide pupils with physical hands-on experiences that are appropriate to the topic being studied and where possible, local historical sites will be visited developing their own knowledge of the immediate area.

Impact

The learning environment across the school will be more consistent, with historical technical vocabulary displayed, spoken and used by all learners therefore allowing them to build and consolidate their understanding more successfully. Whole-school and parental engagement will be improved through the use of history-specific home learning tasks and opportunities

suggested in lessons and overviews for wider learning. We want to ensure that history is loved by pupils across school, therefore encouraging them to want to continue building on this wealth of historical knowledge and understanding, now and in the future. Impact can also be measured through key questioning skills built into lessons, child-led assessment such as success criteria grids, jigsaw targets and KWL grids and summative assessments aimed at targeting next steps in learning. Before leaving Key Stage 2, children will have developed a confident sequence of chronology for a range of ancient and modern historical events, can compare and contrast a wide range of civilisations and most importantly have developed a life-long love for historical enquiry.

Planning for the Curriculum

At St Marks Primary School, we follow the statutory guidance for the teaching of History, as set out in the National Curriculum 2014 documentation.

We have produced Curriculum Overviews for each mixed-age class by cross-referencing directly with the Key Learning Requirements within the National Curriculum.

Early Years Foundation Stage (EYFS)

We teach History in Class One as an integral part of the topic work covered throughout the year and we relate the History side of the children's work to the objectives set out in the Early Learning Goals. History makes a significant contribution to the ELG objectives of developing a child's understanding of the world and we feel that it is important that our children begin to ask questions and develop a sense of wonder and curiosity at an early age.

Assessment

Teachers assess and track attainment and progress of pupils through various means including: observations within lessons, questions completed, marking of reports, group work and end-of-unit assessment tests. Progress is recorded and tracked when appropriate alongside the Lancashire County Council's Key Learning Indicators of Performance (KLIPS) and based on results of end-of-unit assessment tests for each topic. This enables teachers to make balanced and reliable assessment judgements of attainment and progress for each child. Examples of work and topic books are shared and moderated within Curriculum meetings in order to ensure high expectations and coverage.

Special Educational Needs

Situations may arise in which individuals need to work at a level above or below that of the rest of their peer group, or may need special assistance to accomplish particular tasks. This will become apparent through teachers' use of an on-going observation and assessment or assessment prior to a child coming to our school.

Where children are thought to need additional help, teachers go through a referral procedure consistent with the Code of Practice on the Identification and Assessment of Special Educational Needs. Parents are informed of any decisions made. Children with statements and/or My Plans for learning are supported as instructed by their individual statements. It is for class teachers to decide how to best target their support in liaison with the SENCO.

To be reviewed September 2025