

'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.

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

At St Marks Primary School, we believe that history is vital in supporting our pupils' knowledge of their local and wider community and enables them to better relate to and appreciate the different perspectives and lives of people throughout time. Children are encouraged to think and explore as Historians and to develop a greater understanding and appreciation for the past and how it shapes their place in the world today. The curriculum is designed to ensure that teaching equips pupils with knowledge about diverse cultures, significant figures, and

important events, while inspiring curiosity and fascination about the journey of human experiences. We aspire for pupils to apply their knowledge practically and for them to continue exploring and discovering from Reception to Year 6.

Implementation

In our school, history is taught progressively in blocks throughout the year. This approach allows children to fully immerse themselves in their learning and develop a deeper understanding of historical skills and concepts. Given that our school consists of smaller mixed-aged classes, we've created a two-year rolling programme for Class 1 and a four-year rolling programme for Class 2. This structure offers additional opportunities for pupils to revisit and reinforce their learning, ensuring that knowledge is thoroughly embedded and aligned with the National Curriculum.

The history learning outcomes have been carefully mapped out across the entire school, and teachers ensure that lessons are progressive and sequenced. This way, learning remains meaningful and suited to the developmental level of the children being taught.

Impact

Work produced within books evidences a broad and balanced history curriculum and demonstrates children's acquisition of identified key knowledge relating to each of the National Curriculum strands as appropriate to their age and needs. As children progress through the school, they will develop deep knowledge, understanding and appreciation for their local history, as well as significant events and periods in history from around the world. Children leave our school with respect for diverse cultures and a secure understanding of historical events and major developments that have shaped our world and impacted various countries. This ensures that our pupils are well-prepared for the next steps in their education.

Planning for the Curriculum

At St. Mark's, the history curriculum is carefully aligned with the national curriculum to ensure students gain a comprehensive understanding of key historical concepts. The curriculum is structured around the Key Stage 1 and 2 National Curriculum statements, which focus on core historical knowledge and skills.

Each unit of learning begins with an umbrella question progression through this unit of learning is driven by hinge questions which incorporate key vocabulary and enable progression of both skills and knowledge through the unit.

A working wall will be used to support and celebrate learning throughout each unit of work and this will also be used to support the acquisition of key knowledge and the accurate use of key vocabulary.

Teaching and learning in history is supported by a wealth of resources, including physical resources as well as digital ones.

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

Assessment for learning is continuous throughout the planning, teaching, and learning cycle. Assessment 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 green pen questions where appropriate, to engage children with their learning and to provide opportunities for self-assessment and consolidation.
- Book moderation and monitoring of outcomes of work, 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 of each topic being evidenced through the outcomes).

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.

Reviewed January 2026