



HISTORY POLICY



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Author: Mrs Hannah Elliott

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*"Small school, big hearts.
Wise, responsible, kind like the Good Samaritan."*

Our Mission Statement

We are a caring, village school which promotes Christian values, where each child receives a high standard of education that is broad, challenging, exciting and encourages creative thinking. We encourage every learner to be the best they can be, to reflect and plan the next steps in their learning journey, demonstrating a respect towards others and contributing to the communities of which they are a part.

Our Vision

Our vision is to nurture unique individuals who are outstanding learners, demonstrating wisdom, responsibility and kindness within their communities. Using the Good Samaritan as our role model, we know that loving others as we would like to be loved is upmost for happy, healthy lives.

Values

Wise - we think wisely and are committed to learning. We relish and retain knowledge and value high standards. We have high expectations, high aspirations and enjoy challenge. Like the wise man who built his house upon the rocks (Matthew 7), we think creatively and use learning to make good decisions. We have firm foundations for our lives.

Responsible – we are responsible for ourselves – our well-being, our behaviour and our learning. We strive to be the best people we can be and the best person for others. We have a responsibility to others inside and out of school and at times need to be patient, tolerant and courageous in demonstrating this. As Noah had to step up when God asked him to, so must we. We are a school family whose strength is in our ability to work together. We know that perseverance and hard work will bring reward and that resilience is about coping with challenges positively.

Kind - we are kind. Through support, nurture and understanding we all flourish. Each one of us is unique – on the outside and inside. We value diversity and respect difference. There are hundreds and thousands, millions of us but God knows everyone and God knows me!

Curriculum Intent

Our curriculum is designed around our Christian values. Each term, we focus on 2 values across the school and develop a working understanding of them through our choice of texts and foundation subject learning, embedding reading and maths at the core. Our approach is to deliver knowledge rich, sequential learning which excites and inspires, provides opportunity for recap and challenge, raises questions for debate, develops learners' confidence and enables independent learning to flourish. High standards, collaboration and valuing individuals' well-being is at the heart of this process. We believe that how we teach is as important as what we teach and that enrichment experiences are an entitlement. We want our curriculum to enable our children to be wise, responsible and kind in line with our school core values.

History Intent

At Buckland, we aim to provide a knowledge-rich and progressive history curriculum which inspires children's curiosity about the past and helps them understand how the past has shaped the world in which they live today.

Children develop secure knowledge of Britain's past and that of the wider world, building an increasingly coherent understanding of chronology and making connections across periods and places. They explore important historical concepts including cause and consequence, change and continuity, similarity and difference, and significance.

Alongside developing historical knowledge, children are taught to think and work as historians. They learn to ask historical questions, examine and interpret a range of primary and secondary sources, consider the reliability and usefulness of evidence and understand that the past can be interpreted in different ways.

Through history, children encounter the experiences and perspectives of people from different periods, societies and cultures. This is particularly important in our school context, where the majority of pupils are White British, and supports children in developing a broader understanding of the diversity of human experience.

Our local area, educational visits, visitors, artefacts and other first-hand experiences are used to enrich children's historical understanding and help bring the past to life. This complements our work as a Rights Respecting School, providing opportunities for children to consider how rights, society and people's lives have changed over time.

Aims:

- develop children's curiosity about the past and an enjoyment of learning about history
- develop secure chronological knowledge and understanding, enabling children to make connections within and across different periods
- develop knowledge and understanding of the history of Britain, the local area and the wider world
- develop children's understanding of key historical concepts, including cause and consequence, change and continuity, similarity and difference, and significance
- teach children to ask historical questions and investigate the past using a range of primary and secondary sources
- develop children's ability to consider the reliability and usefulness of evidence and understand that the past can be interpreted and represented in different ways
- provide opportunities to encounter the experiences and perspectives of a diverse range of people, societies and cultures
- use visits, visitors, artefacts and the local environment to provide meaningful first-hand historical experiences
- help children understand how the past has influenced the present and develop the knowledge and skills needed to think and work as historians.

Early Years Foundation Stage

In the EYFS, history is developed primarily through Understanding the World – Past and Present. Children begin to develop an understanding of the past through their own lives, their families, stories and significant events. They explore similarities and differences between the past and present and begin to develop an understanding of chronology through appropriate vocabulary and first-hand experiences.

Key Stage 1

In KS1, children develop an awareness of the past and begin to understand where people and events fit within a chronological framework. They learn about changes within living memory and beyond living memory, significant historical events, people and places, and aspects of local history.

Children begin to work as historians by asking and answering questions, using a range of sources and artefacts, and considering different ways in which we can find out about and represent the past.

Key Stage 2

In KS2, children develop an increasingly secure and coherent chronological understanding of British, local and world history. They study the periods and societies required by the National Curriculum and make connections between their learning across different historical periods.

Children deepen their understanding of historical concepts including cause and consequence, change and continuity, similarity and difference, and significance. They undertake historical enquiry using a range of sources, consider the reliability and usefulness of evidence and explore how and why interpretations of the past may differ.

Curriculum Organisation and Progression

History is taught through a two-year rolling programme, reflecting our mixed-age class structure. Curriculum overviews ensure that National Curriculum content is covered and that historical knowledge and disciplinary skills are developed progressively from EYFS through to Year 6.

Teachers identify the key knowledge, concepts and vocabulary children need to learn. Prior learning is revisited and built upon so that children develop an increasingly secure chronological framework and are able to make connections between different periods, people and events.

Our history curriculum develops both substantive knowledge – knowledge of the past – and disciplinary knowledge – an understanding of how historians investigate and construct accounts of the past. Children progressively develop their understanding of chronology, historical enquiry, sources and evidence, interpretations, cause and consequence, change and continuity, similarity and difference, and significance.

Historical enquiry is an important part of teaching and learning. Children are taught to ask questions, examine and interpret a range of sources, consider evidence and

communicate their historical understanding. As they progress through the school, they are increasingly expected to draw on prior knowledge, make connections, explain their thinking and support their conclusions with historical evidence.

History is taught as a discrete subject, although meaningful links are made with other areas of the curriculum, including English, where these strengthen children's historical understanding.

Teaching and Learning

History teaching builds on children's prior knowledge and provides regular opportunities to revisit and connect previous learning. Teachers identify the key knowledge, concepts and vocabulary that children need to understand and remember.

Children are encouraged to think and work as historians. Historical enquiry is used to develop children's ability to ask questions, examine primary and secondary sources, consider the usefulness and reliability of evidence, identify different perspectives and interpretations, and communicate their conclusions.

Teachers select sources and resources carefully, recognising that historical accounts may reflect different perspectives and that the choices made when teaching history can influence children's understanding of the past. Children encounter the experiences and perspectives of a diverse range of people and communities, including those whose voices may historically have been less represented.

Visits, visitors, artefacts, museum resources and first-hand experiences are used where appropriate to enrich learning and bring history to life. The local area is also used to provide meaningful opportunities for children to explore how places and communities have changed over time.

Meaningful links are made with other curriculum areas where these enhance historical understanding. Reading, discussion and writing provide particularly valuable opportunities for children to engage with historical information, develop vocabulary and communicate their historical thinking.

History also complements our work as a Rights Respecting School, providing opportunities for children to consider people's experiences in the past and explore how rights, society and attitudes have changed over time.

Inclusion

History is taught in a way that enables all children to participate, achieve and develop as historians. Teachers maintain high expectations for all pupils while adapting teaching and providing appropriate scaffolding according to individual need.

Support may include the explicit teaching of vocabulary, visual timelines, photographs and artefacts, modelling, carefully selected sources, structured questioning, opportunities for discussion and rehearsal, and practical or first-hand experiences. Resources such as knowledge organisers may be used where they support children to understand, remember and connect key learning.

Children are given opportunities to demonstrate and communicate their historical understanding in a range of appropriate ways. Reasonable adjustments are made where required, including to enable children to participate fully in educational visits and other historical experiences.

Impact

The impact of our history curriculum is seen in what children know, remember and are able to do. Children develop an increasingly secure and coherent knowledge of British, local and world history and are able to make connections between periods, people and events.

As children progress through the school, they develop their ability to think and work as historians. They ask increasingly perceptive questions, use historical vocabulary with confidence, consider different sources and interpretations, and use evidence to explain and support their thinking.

Children understand that history is a process of enquiry and that our understanding of the past is shaped by the evidence available and the different perspectives from which it is viewed. They are increasingly able to think critically, consider cause and consequence, change and continuity, similarity and difference, and make informed historical judgements.

We want children to leave Buckland with a secure foundation of historical knowledge, curiosity about the past and the confidence to question, investigate and interpret history as they continue their education.

Assessment

Assessment in history is ongoing and forms part of everyday teaching. Teachers assess children's developing historical knowledge, vocabulary and disciplinary understanding through questioning, discussion, observation, historical enquiry and the work children produce.

Assessment considers not only what children can recall, but also their ability to make chronological connections, use historical concepts, interpret evidence and use their knowledge to explain and reason about the past.

Teachers use assessment to identify misconceptions and gaps in knowledge and to inform subsequent teaching. Opportunities to revisit prior learning help teachers to establish what children know and remember over time.

Monitoring

The History subject leader supports teachers and monitors the implementation and impact of the history curriculum across the school. This includes appropriate scrutiny of pupils' work, discussions with pupils and staff, classroom visits and consideration of assessment information.

Monitoring is used to evaluate the quality and consistency of provision, identify strengths and areas for development, and ensure that historical knowledge and disciplinary understanding develop progressively across the school. The subject leader



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supports staff as required and ensures that relevant priorities are reflected within subject and whole-school development planning.