



# HISTORY POLICY



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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 3 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.

## **Curriculum intent for subject:**

At Buckland, we aim for a knowledge rich history curriculum which will inspire in pupils a curiosity and fascination about Britain's past and that of the wider world, as well as aid in increasing a tolerant and inclusive understanding of the values and attitudes of others. We want children to understand how our present is influenced by the past and why knowledge of the past helps us understand the way our world works today. Our teaching will equip pupils with knowledge about the history of Britain and how it has influenced and been influenced by the wider world; know and understand about significant aspects of the history of the wider world like ancient civilisations and empires; changes in living memory and beyond living memory; learn about the lives of significant people of the past; understand the methods of historical enquiry and be able to ask and answer questions. We intend that children understand that history is a process of enquiry and know that different perspectives give us different answers to questions. We want children to develop an understanding that a range of sources are needed for these perspectives and recognise that both primary and secondary sources are useful in our interpretations. We want children not to see history evidence as purely what is written but know that the past can be represented through our environment, architecture, language and the spoken word. Our children will enjoy and love learning about history by gaining this knowledge not just through experiences in the classroom, but also with the use of fieldwork and educational visits.

## **Aims:**

The purpose of teaching history in our school is:

- To introduce pupils to what is involved in understanding and interpreting the past
- To help pupils to understand how the past has influenced the present
- To encourage pupils to understand the nature of evidence by emphasising history as a process of enquiry and developing the range of skills required to interpret primary and secondary source material
- To help pupils develop a sense of identity through learning about the development of their local area, Britain, Europe and the world
- To develop an understanding of the different ways the past is learnt about, represented and interpreted
- To help the critical development of pupils' values and attitudes, and to have an increasing understanding of the values and attitudes of others. This is particularly important in our school with its population being made up of white British children and families.

## **Objectives:**

In the Early Years Foundation Stage children talk about past and present events in their own lives and in the lives of family members. They know about similarities and differences between how they live and how people lived in the past.

At KS1 pupils will develop an awareness of the past and the ways in which it was different from the present. They will be taught about the lives and lifestyles of people

in the recent past and about significant people and key events in the more distant past. They will begin to develop an understanding of change over time.

During KS2 pupils will build on the work begun at KS1. By the end of Year 6 they will have studied all required units from the NC programme of study.

## Developing knowledge and concepts

Across both key stages pupils will develop their knowledge and understanding within key areas: chronological knowledge; substantive concepts (key concepts); disciplinary knowledge which includes interpretations of history; historical enquiry; cause and consequence; change and continuity; similarity and difference. Overviews of these aid teachers planning both at a medium and weekly level.

## Agreed approach to teaching and learning/ Implementation

- The organisation of our classes dictates that the **long and medium term planning cycles** are on a *two-yearly* rotational basis to ensure that pupils have complete coverage of the NC Programme of Study.
- The key concepts and vocabulary children will learn are clearly set out in the 2-year long-term plan informed by our core knowledge subject overview; key concepts are revisited and built upon as children progress through the school. Key vocabulary is displayed within the classroom and referred to through a topic.
- When planning the schemes of work across the key stages, attention is paid to providing pupils with learning experiences that provide a **balance of knowledge & understanding** appropriate to the key stage and 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 the medium and short-term planning.
- 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 knowledge 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 selection of materials/resources.
- **Visits and fieldwork** are an important part of a pupil's entitlement, and we actively use these opportunities to provide motivation and stimulate pupil interest. Planning for each of our themes will include visits out, themed days, visitors coming into school and museum boxes. We plan visits to museums to ensure that the children have access to a range of primary sources. We ensure that we 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**. Many of our topics are built through English lessons. Where appropriate, pupils will be given opportunities to use **information and communication technology** to investigate, communicate and present data.
- History contributes to learning about societies in the past and present. 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, and tolerance. Whenever possible, material will be chosen so that a range of multicultural opinion is represented and women and minority groups in past and present societies are accurately portrayed and discussed. This is closely linked to our work as a Rights Respecting School where we explore children's rights from a historical context. We advocate co-operative work to enhance social skills.
- The work in history will be planned to provide **appropriate links** with other subjects as part of an integrated topic. Values lead our curriculum across the whole school and our history learning is embedded within this. Teachers will have focussed displays with key vocabulary labelled.
- **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 gender, race, or ability. Pupils identified as having SEND will be supported according to their provision plan. Teachers may wish to use knowledge organisers with SEND children and those with lower prior attainment as well as pre-teaching to orientate children and allow them to achieve the objective of the lesson.

## Impact:

- The co-ordinator is responsible for the monitoring and development of the subject and ensures that development priorities are identified within the subject action plan.
- Outcomes in History and English books will help evidence a broad and balanced history curriculum and demonstrate the children's acquisition of identified key knowledge. Children also record what they have learned comparative to their starting points at the end of every topic which will show the progression of their knowledge from the beginning to end of the topic.
- Emphasis is placed on analytical thinking and questioning which helps pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world and are curious to know more about the past. Children will be able to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.
- Discussions with children, monitoring of books and displays will help ensure that the teaching has impact and knowledge is retained.
- The large majority of children will achieve age related expectations in History before they go onto secondary schools. We will use the Year 6 milestones from the Cambrian Learning Trust to help form these judgements as well as the National Curriculum standards.