



History Policy

‘Growing in Faith and Learning’.

Our vision

Our vision is to be an Outstanding church school, guided by God, where learning is irresistible, achievement for all is high and pupils leave us successful learners, happy confident individuals and caring responsible citizens excited by challenge change and possibility.

Curriculum Intent Statement

At St. Leonard's, a high-quality history education will enable children to gain a coherent knowledge and understanding of Britain's past and that of the wider world. It will inspire their curiosity to know more about the past. Through the teaching, children will be able to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps our children to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time

Introduction

This policy outlines the learning and teaching, organisation and management of History at St. Leonard's C of E (A) Primary School.

The policy has been drawn up as a result of staff discussion and has the full agreement of the Governing Body. The implementation of this policy is the responsibility of all the teaching staff.

WHAT IS HISTORY?

History is vital to a rich and broad primary education. It helps pupils to make sense of the present as well as the past, and to appreciate the complexity and diversity of human societies and development.

[Ofsted blog, 'History in Outstanding Primary Schools' Tim Jenner HMI, April 2021]

A Intention

The teaching of the history curriculum at St Leonard's C of E Primary is designed to enable all pupils to gain a coherent knowledge and understanding of Britain's past and that of the wider world.

Powerful knowledge refers to what the knowledge can do or what intellectual power it gives to those who have access to it. Powerful knowledge provides more reliable explanations and new ways of thinking about the world ...can provide learners with a language for engaging in political, moral, and other kinds of debates.

[From constructivism to realism in the sociology of the curriculum. Review of Research in Education. Young, M. 2008]

Through the use of key questions and enquiry it inspires pupils' curiosity to know more about the past. Teaching enables pupils to ask perceptive questions, think analytically and critically, as well as weigh evidence, sift arguments, whilst developing their perspective and judgements. Our curriculum drivers: Hope, Wisdom, Dignity and Community underpin our curriculum to make it relevant,

purposeful and engaging for our pupils as well as promoting the Church of England's vision for Education.

B Purpose

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

C Aims

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this 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

D Characteristics of effective learning

- An excellent knowledge and understanding of people, events and contexts from a range of historical periods and of historical concepts and processes.
- The ability to think critically about history and communicate ideas very confidently in styles appropriate to a range of audiences.
- The ability to consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate historical evidence derived from a range of sources
- The ability to think, reflect, debate, discuss and evaluate the past, formulating and refining questions and lines of enquiry.
- A passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways.
- A respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgements.

- A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics

E Progression of skills and Assessment

For each curriculum area, we identify key 'Milestones' which are essential skills that we strive for all pupils to achieve. Milestone 1 relates to end of Key Stage 1 expectations; Milestone 2 relates to end of year 4 expectations and Milestone 3 related to end of Key stage 2 expectations.

Teachers make judgements based on their knowledge of each pupil and evidence from their work to assess whether pupils are S, W, W+, E, E+ or GD. Teachers use their observations, questioning, pupils' written work and responses as well as their 'Green Sheets' at the end of each unit to determine the level of depth and understanding demonstrated by each child. Progress in the subject is tracked and monitored by the subject leader.

Support and challenge

For pupils who are struggling to meet the age-related expectations, teachers will plan activities to enable pupils to achieve the earlier milestone or in the case of pupils in Key stage 1, key preceding targets which are recorded as P4-P8. For pupils who are exceeding Milestone 3, activities will be planned for pupils to work at a greater depth within the subject through extension and challenge activities.

F Role of the Coordinator

- Write, implement and review subject leader maintenance plans.
- Ensure teachers are familiar with the National Curriculum and help them to plan lessons and keep an overview of the Long Term Curriculum Map and progression of skills for their subject.
- Lead by example in the way they teach in their own classroom and teach demonstration lesson.
- Keep up to date with the National Agenda and prepare, organise and lead training, with the support of the Headteacher (when required)
- Monitor standards of learning and teaching (through lesson observation, work trawls, pupil interviews) with a view to identifying the support they need.
- Monitor and Moderate Assessments and keep an overview of standards and identifying target areas for improvement.
- Audit and order resources.

Signed

Coordinator: *Laura Cooke*

Dated: October 2025

Date for review: October 2027