

History School Policy



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1. Purpose of the policy

This policy reflects the aims and values of Penketh South Community Primary School and Nursery. It ensures all stakeholders, including staff, governors, parents and pupils, are working towards the same goals.

Ensure you consider the potential audience for your policy and what information they will want. Your audience may include teaching and non-teaching staff, governors, parents and Ofsted inspectors.

The purpose of this policy is to:

- Set out a framework for all teaching and non-teaching staff, giving guidance on planning, teaching and assessment
- Demonstrate adherence to the National Curriculum objectives and guidelines (if appropriate)
- Provide clear information to parents and carers about what their children will be taught
- Allow the governing board to monitor the curriculum
- Provide Ofsted inspectors with evidence of curriculum planning and implementation

This policy will be available on our school website www.penkethsouthcp.co.uk

2. Subject vision

Here at Penketh South Community Primary School and Nursery, we believe that a high-quality history education will help pupils to gain a coherent knowledge and understanding of Britain's past and that of the wider world. History inspires pupils' curiosity to know more about the past. Our teaching will 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.

If you're a maintained school, you can adapt the subject-specific text found in the 'purpose of study' sections in the [National Curriculum](#), found under 'programmes of study'.

3. Aims and outcomes

By the time pupils leave the school, they should:

- 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
- Be able to use 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
- Have 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

4. Teaching and learning

History is taught in by class teachers. Lesson plans are based around the subject's long-term plan and resources available, with objectives adapted to suit the stage of development for the pupils in each class. The teaching of history might involve:

- Whole-class teaching
- Small group discussions
- Reading from textbooks
- Handling artefacts
- Looking at historical photographs
- Individual projects/research
- Role play
- Field trips
- External speakers

The above list is not exhaustive and should be adapted to your context.

5. Curriculum overview

Here at Penketh South Community Primary School and Nursery, pupils will follow a History curriculum that gradually develops learning, the outcome being the acquisition of knowledge and skills that enable

each pupil to enquire, research and analyse. Pupils will have a coherent understanding of Britain's history, as well as that of the wider world, and the chronology that underpins both. Children will know more, remember more and understand more.

5.1 Early Years Foundation Stage (EYFS)

In EYFS the children learn through discussions, handling artefacts, looking at photographs and through their play

5.2 Key Stage (KS) 1

In KS1, pupils will:

- Develop an awareness of the past and use common words and phrases relating to the passing of time
- Learn where the people and events they've studied fit within a chronological framework and be able to identify similarities and differences between ways of life in different periods
- Use a wide vocabulary of everyday historical terms
- Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events
- Understand some of the ways in which we find out about the past and identify different ways in which it is represented

The topics we teach in history are outlined in the programmes of study/curriculum map for history (see section 5.4).

Detail Curriculum maps can also be found on the school website.

5.3 Key Stage (KS) 2

In KS2, pupils will:

- Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study
- Note connections, contrasts and trends over time, and develop the appropriate use of historical terms
- Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance
- Construct informed responses that involve thoughtful selection and organisation of relevant historical information
- Understand how our knowledge of the past is constructed from a range of sources

The topics we teach in history are outlined in the programmes of study/curriculum map for history (see section 5.4).

Detail Curriculum maps can also be found on the school website.

5.4 Curriculum Map

	Autumn term	Spring term	Summer term
Year N	2-3 year olds - Has a sense of own family and can remember and share events they have been part of.		

	3-4 year olds Can talk about some of my own and my family's history (grandparents + parents etc)		
Year R	ELG: Past and Present Talk about the lives of the people around them, in their community and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; Understand the past through settings, characters and events encountered in books read in class and storytelling		
Year 1	Changes within living memory The lives of our Grandparents.	The lives of significant individuals Mary Anning.	The lives of significant individuals Explorers – across the world. Neil Armstrong and Scot of the Antarctic.
Year 2	Events beyond living memory that are significant nationally or globally Gunpowder Plot	Significant historical events, people and places in our locality Victorian Childhood and Penketh	The lives of significant individuals David Attenborough Wangari Maathi - links to Geography
Year 3	Ancient Egypt	The achievements of the earliest civilizations – overview Ancient Sumer The Indus Valley The Shang Dynasty of Ancient China.	A comparative study Changes in Britain from the Stone Age to the Iron Age
Year 4	The Roman Empire and its impact on Britain	Britain's settlement by Anglo-Saxons and Scots	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.
Year 5	A local History study SETTLEMENT/ MONARCHY Local study of Warrington to recognise parts of Victorian Warrington that are still here in present day.	Local History study TRANSPORT An introduction World War Two.	Local History Study TRANSPORT Know the role of the Burtonwood Airbase

		Know the reasons for World War 2 .	
Year 6	Local History Study TRANSPORT .	Slavery and Civil Rights – Part 1	Slavery and Civil Rights – Part 2 Suffragette movement and civil rights Black Lives Matter

6. Cross-curricular links

History shares links with the following subjects:

- English: development of literacy skills through reading and writing
- Maths: analysing numerical data and understanding chronological terminology
- RE: deeper understanding of different religions and their influence
- ICT: use of the internet for research
- Geography: reading maps and a greater awareness of global and local changes
- Spiritual, moral, social and cultural (SMSC): encourages empathy towards other cultures and religions, and reflection on moral issues

The above list is not exhaustive and should be adapted to suit your specific context.

7. Assessment and recording

7.1 Assessment

Penketh South Primary School uses assessment to enable staff to understand what pupils have learnt before, what they need to learn now and what they will learn next.

Formative assessment

Formative history assessment is ongoing and will be used to inform teachers in relation to their planning, lesson activities and differentiation.

Marking

Children receive regular feedback and marking follows the school's marking policy.

7.2 Recording

In history, pupils will record their learning in the following ways:

- History Books
- Floor books

This may take the form of photographs, pictures, notes or written work, and may be worksheet-based or fully independent.

8. Roles and responsibilities

8.1 Headteacher

The headteacher at our school will:

- Support the subject leader but also hold them to account for the effectiveness of the subject
- Support staff through the provision of training and resources
- Ensure the requirements of the National Curriculum are met
- Ensure this policy is reviewed according to the timescales set out

8.2 Subject leader

The subject leaders at our school will:

- Prepare and review subject policy and curriculum plans
- Promote the study of the subject throughout the school
- Monitor the teaching and assessment of the subject
- Attend appropriate CPD
- Stay informed regarding developments in the study and teaching of the subject
- Evaluate resources
- Provide training and CPD to staff on the subject curriculum and its delivery, and keep them informed about subject developments nationally
- Assess the impact of the subject curriculum on pupils' learning and development
- Make presentations to governors on the subject and how it is being taught, as per Governors' Meeting timetable.

8.3 Governor

- Monitor teacher workload and professional development
- Keep up to date with the curriculum (what's taught, why it's taught, and how it's taught)

8.4 Classroom teacher

Classroom teachers at our school will:

- Teach and assess the subject according to the principles laid out in this policy
- Report to the subject leader
- Maintain subject knowledge and appropriate CPD

9. Inclusion

Teachers set high expectations for all pupils in history. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with special educational needs (SEN)

- Pupils with English as an additional language (EAL)

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

10. Links to other policies

This subject policy links to the following policies and procedures:

- Curriculum policy
- Teaching and Learning policy
- Assessment policy
- Marking policy
- SEND policy

11. Monitoring and review

This policy will be reviewed by staff and governors every year / 2 years.