



## History Policy

Review Date September 2026

Every Child, Every Chance, Every Day; Working Together



## HISTORY POLICY

Review Date – September 2026

### 1. AIMS

***In our school, our history curriculum will inspire children to learn about people, places and events in the past and how they impact on their world today. Through critically exploring a range of sources, they will have a coherent understanding of the history of the world and that of the British Isles.***

At Crabtree Farm Primary School, we strive to inspire our children to be fascinated about people, places and events in the past and how this impacts on their world today. Our intention is to improve every students' understanding of the world around them, understand their own heritage and the heritage of others. We believe that history education should be exciting, engaging and fully inclusive to every child.

Our aims are to successfully fulfil the requirements of the National Curriculum for history; which includes providing a broad, balanced and differentiated curriculum. We believe our children should progress through a range of historical concepts and knowledge, develop their chronological understanding and disciplinary knowledge. We endeavour to enable our children to question, think critically, weigh up evidence, and consider a range of perspectives and judgements. It is important that our curriculum challenges pupils, broadens their horizons, and develops concepts and knowledge to prepare them for their future.

### TEACHER GUIDELINES

- 1.1 Short term history planning will be devised by the class teacher as part of their topic using the given objectives stated in our school sequence documents. This should be completed on the wider curriculum planning format and placed in each year group's planning folder on the school server.
- 1.2 The National Curriculum, our school's sequence documents and the school's progression statements will be used to inform planning and ensure progression in substantive and disciplinary knowledge.
- 1.3 History or geography should be taught alternatively each term during topic time to ensure lessons are taught discretely to develop disciplinary knowledge.
- 1.4 Each topic should include the specific objectives identified in the history sequence documents.
- 1.5 Teachers should ensure children are secure in concepts and identified knowledge to support their future learning.
- 1.6 Teachers should provide a range of evidence and historical sources and plan for disciplinary knowledge and chronological understanding.
- 1.7 Teachers should refer back to previous topics and learning to build children's knowledge and understanding of specific time periods and concepts.
- 1.8 Each child will have a humanities book which will contain their history work. Teachers should provide children with opportunities for writing within their history work.



- 1.9 For each new topic, a knowledge organiser should be placed into each child's book. This should be referred to throughout the topic and used within lessons.
- 1.10 Activities should include some collaborative work where children can investigate in pairs or small groups and share knowledge and expertise.
- 1.11 Teachers should employ open ended questioning and children should be encouraged to take an enquiry-based approach to their work.
- 1.12 Work should be of a high quality, demonstrate our knowledge-rich curriculum and follows the school's presentation policy.

## 2. TEACHING METHODS

- 2.1 Teachers should adopt a variety of teaching methods. These would include whole class, group, paired and individual work, depending on the activity. Cross-curricular links should be made wherever possible.
- 2.2 Adaptation should be used to cater for the differing needs of all children including SEND. Support for SEND children can be found within the history SEND document.
- 2.3 Teachers should plan frequent opportunities for children to:
  - A) Explore historical sources and pose questions.
  - B) Use focussed exploration and investigation of sources to recognise how historians make sense of the past and understand how accounts may differ.
  - C) Use stories to further support children's historical knowledge.
  - D) Develop their chronological understanding of the British Isles and that of the wider world through the use of timelines.
  - E) Use knowledge organisers to revisit knowledge.
  - F) Consider the role history plays in the development of the world and how this impacts on their life.

## 3. SPEAKING AND LISTENING

- 3.1 Teachers should continually look for and plan opportunities for speaking and listening within history.

## 4. SPECIAL EDUCATIONAL NEEDS

- 4.1 All work will need to be adapted, so that all children achieve the lesson objective.
- 4.2 All adaptation should be shown in the short-term planning sheets.
- 4.3 Our 'SEND in History' document should be used to support children with SEND.

## 5. INFORMATION AND COMMUNICATION TECHNOLOGY

- 5.1 Children should use information and communication technology whenever appropriate in their history work.
- 5.2 Planning and resources are available for some history topics in Staff Share/Teaching/Curriculum and Subjects/Humanities/History.

## 6. RESOURCES

- 6.1 Topic resources, artefacts and books will be stored outside Year 4.

- 6.2 Photos of history artefacts for each topic are on the server and a copy of each has been placed in the artefact boxes.
- 6.3 Subscription to The History Associations should be used to support teaching and develop CPD.
- 6.4 Resources are regularly reviewed.
- 6.5 If any problems with resources arise, please contact the subject leader.

## 7. ASSESSMENT

- 7.1 Teachers should continually assess the children's work. Marking and feedback should follow the school's marking policy. This must include giving children the opportunity to respond to comments using a green pen.
- 7.2 Teachers should also use the history progression and assessment document for their particular year group and key stage to help assess children's work. Teachers should refer to our school portfolio for examples of each statement.
- 7.3 A selection of books will be collected by the subject leader throughout the year to assess coverage and the quality of work.
- 7.4 Pupil interviews will be held regularly to review the impact of specific topics on children's learning.
- 7.5 End of topic assessments are to be done to ensure children have learnt the relevant information. This may be verbal or a written quiz or an end of topic piece of work. Any gaps in concepts or knowledge will be identified and planned for in future learning.

## 8. EYFS

- 8.1 Within the EYFS framework history is covered through the early learning goal: 'Past and Present' in the 'Understanding the World' area of learning. F1 and F2 pupils are taught this through a range of direct teaching, adult led activities, child-initiated activities and continuous provision within the environment.
- 8.2 Time will be spent within the EYFS by the subject leader to ensure progression between EYFS, KS1 and KS2.

## 9. TARGETS

- 9.1 In accordance with the 'Assessment Without Levels' guidelines, each child should complete the objectives stated in the progression and assessment document to then be considered 'secure' within their year group.

## 10. REVIEW

- 10.1 Acceptance of this policy implies a commitment to it.
- 10.2 A review of the policy will be undertaken in the autumn of 2026.

Mrs Scott, History Subject Leader  
September 2025, to be reviewed in September 2026