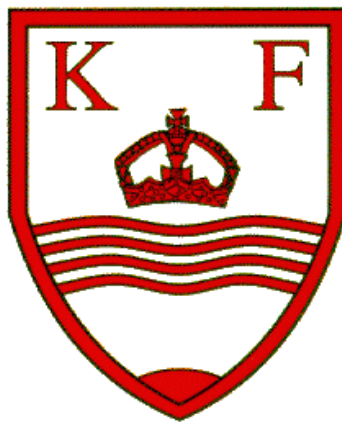


# KINGSFLEET PRIMARY SCHOOL

*'Be the best you can be!'*



## History Policy

<i>Date Approved</i>	<b>20.04.26</b>
<i>Chair of Governors</i>	<b>L.Foy</b>
<i>Head Teacher</i>	<b>K.Beattie</b>
<i>Date of Next Review</i>	<b>20.04.29</b>

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## 1. The Purpose of History in Our School

At our school, we believe that a high-quality history education enables pupils to develop a coherent knowledge and understanding of Britain's past and that of the wider world. History inspires curiosity and helps pupils understand how the past has shaped the present.

Through the teaching of history, pupils develop a sense of identity, an appreciation of diversity, and an understanding of their place in the world. History also supports the development of critical thinking, enquiry skills, and the ability to evaluate evidence and form reasoned judgements.

## 2. Aims and Objectives

The aims of history teaching in our school are to:

- Develop an interest in the past and an appreciation of human achievements and experiences
- Enable pupils to gain knowledge and understanding of Britain's past and that of the wider world
- Support pupils in understanding key historical concepts such as continuity and change, cause and consequence, similarity and difference
- Encourage pupils to ask questions, think critically, weigh evidence, and develop perspective and judgement
- Build a secure chronological framework of knowledge
- Foster a sense of identity and cultural understanding

## 3. Curriculum Content and Organisation

Our history curriculum is structured to develop both **substantive knowledge** (what pupils know) and **disciplinary knowledge** (how pupils think as historians).

### **Substantive Knowledge:**

Pupils learn about significant events, people, and periods in British, local, and world history. They develop understanding of key concepts such as civilisation, monarchy, empire, invasion, and settlement, alongside chronological awareness and subject-specific vocabulary. This knowledge is carefully sequenced and revisited to support long-term retention.

### **Disciplinary Knowledge:**

Pupils are taught to work as historians by:

- Asking and answering historical questions
- Using and evaluating a range of sources
- Understanding that interpretations of the past may differ
- Analysing cause and consequence, similarity and difference, and change over time
- Making informed judgements based on evidence

### **Foundation Stage (EYFS):**

History is taught through *Understanding the World*. Children begin to develop early historical awareness by:

- Talking about past and present events in their own lives and those of family members
- Recognising similarities and differences between past and present
- Using simple time-related language
- Exploring stories, artefacts, and images from the past
- Learning about traditions, celebrations, and cultural events

Learning is play-based, language-rich, and experiential.

### **Key Stage 1:**

Pupils develop awareness of the past through:

- Changes within living memory
- Events beyond living memory
- Significant individuals
- Local history

They begin to use simple sources and understand basic chronology.

### **Key Stage 2:**

Pupils develop a chronologically secure understanding of:

- British history in a structured framework
- Ancient civilisations and world history
- Local history studies

They deepen their historical enquiry skills and understanding of interpretation.

## **4. Teaching and Learning Approaches**

History is taught through engaging, enquiry-based learning. Teachers:

- Sequence learning to build both substantive and disciplinary knowledge
- Use high-quality texts, artefacts, and primary and secondary sources
- Explicitly teach historical vocabulary and concepts
- Provide opportunities for discussion, debate, and extended writing
- Use retrieval practice to support long-term retention
- Make meaningful cross-curricular links where appropriate

Learning is adapted to meet the needs of all pupils while maintaining high expectations.

## **5. Inclusion and Equal Opportunities**

We are committed to ensuring that all pupils can access and succeed in history.

### **Adaptive Teaching:**

Teachers support access to learning by:

- Using scaffolds such as sentence starters, vocabulary banks, and visual aids
- Breaking learning into manageable steps
- Modelling tasks and thinking processes clearly
- Providing alternative ways for pupils to demonstrate understanding

### **Support for Pupils with SEND:**

- Key knowledge and vocabulary are prioritised and revisited regularly
- Tasks are structured to reduce cognitive load while maintaining ambition
- Pre-teaching and overlearning opportunities are used where appropriate
- Adult support is deployed effectively to promote independence

### **Challenge for Higher Attaining Pupils:**

- Pupils are encouraged to engage in deeper thinking and reasoning
- Opportunities are provided to evaluate sources critically and explore different interpretations
- Pupils may undertake independent enquiries or extended written responses

### **Cultural Inclusion:**

- The curriculum reflects a diverse range of histories and perspectives
- Pupils are encouraged to respect and understand different viewpoints
- Learning is connected, where appropriate, to pupils' own experiences and backgrounds

All pupils are entitled to access the full history curriculum, with adaptations made to ensure equity and inclusion.

## **6. Assessment**

Assessment is ongoing and informs teaching and learning. It includes:

- Formative assessment through questioning, discussion, and observation
- Retrieval practice to support retention of substantive knowledge
- Tasks that assess disciplinary knowledge, such as source analysis and explanation
- End-of-unit assessments where appropriate

Assessment considers both what pupils know and how they apply their understanding as historians.

## **7. Role of the Subject Leader**

The history subject leader is responsible for:

- Developing and maintaining a high-quality, coherent curriculum
- Supporting staff with planning, subject knowledge, and pedagogy
- Monitoring teaching and learning across the school
- Ensuring progression in both substantive and disciplinary knowledge
- Managing and organising resources
- Keeping up to date with current developments in history education

## **8. Monitoring and Review**

The quality of teaching and learning in history is monitored through:

- Review of planning and curriculum coverage
- Scrutiny of pupils' work
- Lesson observations and learning walks
- Pupil voice

This policy is reviewed regularly to ensure it reflects current practice and statutory requirements.

