

The Saints Academies



Horton St Michael's
CE First School and Nursery



HISTORY POLICY DOCUMENT

September 2026

HISTORY POLICY

The Saints Academies

Intent

At All Saint's CE Academy, we believe that a high-quality History curriculum inspires children to want to know more about the past and to think and act as historians. We aim to instill a love of History in all of our children and we work hard to provide a varied and interesting curriculum that intrigues our children and meets the needs of all backgrounds and abilities. By linking learning to a range of questions, children have opportunities to investigate and interpret the past, understand chronology, build an overview of Britain's past as well as that of the wider world, and to be able to communicate historically. We want our children to develop an awareness of how the past has shaped and informed our present and will inform our future lives.

The pupils in our academies will be taught in a safe, secure and stimulating language-rich environment, enabling them all to achieve their potential in the areas of History. Every child will be revered and respected as part of our school community and loved and valued as one of God's children.

Implementation

The staff at our school are passionate and well-trained to deliver exciting and well-planned History lessons, that offer progression and depth against the National Curriculum and Early Years Framework guidelines. Our History curriculum has been created to explore big questions, linking the children's knowledge and learning across the curriculum and across the key stages. Learning is enhanced through trips, visitors, use of historical sources and artefacts and family learning projects. We develop deep subject knowledge and historical key skills through the use of our knowledge mats and knowledge and skill progression overviews.

Impact

Our children speak highly of History at our school and talk confidently about their learning. Evidence of work will show a range of questions explored, links across the curriculum and work pitched to support and challenge a range of abilities and starting points. All staff use the knowledge mats and knowledge and skill progression overviews to assess children's progress, identify gaps and plan next steps.

Purpose

- **To promote a shared love and understanding of History;**
- **To establish high expectations for teachers and pupils;**
- **To promote continuity and coherence across the school.**

Aims

The aims of teaching History within our academies are:

- To give pupils an awareness of the past and how the past can help influence the present.
- To help children establish a sense of identity, community and family.
- To help children understand cultural roots and shared inheritance.
- To help a sense of chronology.
- To develop the ability to interpret and understand the past.
- To excite pupils and give them enthusiasm for the past.
- To help children empathise, show compassion and explore the feelings of others.
- To enrich and help the teaching of other areas of the curriculum.
- To build children's independent enquiry skills through using a range of primary and secondary sources.
- To build children's resilience and wellbeing skills through a range of historical activities, whilst comparing the past to the present.

Organisation and methodology.

At The Saints Academies, we ensure that pupils cover the key knowledge and skills required for History objectives taken from the National Curriculum and Early Years Framework. We feel that it is important that we constantly review our planning and adapt our lessons to make them relevant and engaging for the children, whilst ensuring they are developing life skills transferable into later stages and across the curriculum. History is taught in a more practical, connected way incorporating all relevant subjects where possible, building on prior learning in previous classes and links to an overarching whole school question/theme. For each whole school question, children will complete a range of History lessons to support their learning, across a two-year rolling programme. This ensures that no child is taught the same thing twice whilst at our schools, but prior knowledge and skills are built upon and deepened in places.

There will be cross-curricular links for pupils to access the curriculum whilst being taught the knowledge and skills relevant to their year group within History. Each year group will use an enquiry-based approach to enhance their learning within the curriculum for each unit, linking to the whole school question, which is used to stem their learning. This allows teachers to plan accordingly to show progression within learning, and to enhance building blocks in vocabulary, knowledge and skills. Historical vocabulary and knowledge are constantly being built on and improved from the prior lesson, through reflections, conclusions, and retrieval quizzes.

Planning

Knowledge Progression and Skill Progression overviews have been created to show clear progression and application of skills across the year groups starting from Early Years (Understanding of the World) through to Year 4. These maps/overviews form the basis of teachers' planning and assessment for the unit for work. History is a driver subject for three of the half terms out of the six, with Geography making up the other three half terms.

History Curriculum

Teaching History will help equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgment. History will help pupils to understand the complexity of peoples' 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.

To conclude each unit, we have an end-point assessment where children can show off what they have learned and the new knowledge they have acquired. These are planned on our 'Key Knowledge Progression Mats' and may be assessments such as; a presentation, a diagram with annotations, a fund-raising event, a model with an explanation, a drawing and so on! Teachers will assess the vocabulary and key knowledge shown by each child during the assessment.

Early Years

History is taught through knowledge and understanding of the world in the Early Years, which is included within all of the History plans and overviews. Pupils have the opportunity to understand the concept of simple time and changes, which will develop their chronological skills of past, present and future, before, now and after and so on. Pupils are given a range of changes to explore (such as 'toys then and now') and ask questions about change and time, therefore enhancing their enquiry skills. Opportunities are enhanced throughout the year through provision and focused activities.

Key Stage 1

Pupils will develop an awareness of the past, using common words and phrases relating to the passing of time. Children will have the opportunity to use a range of materials and resources to enhance their learning and development within History. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They will use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Key Stage 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. Children will have the opportunity to use a range of materials and resources to enhance their learning and development within History. They will note connections, contrasts and trends over time and develop the appropriate use of historical terms. They will regularly address and

sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They will be guided to construct informed responses that involve thoughtful selection and organisation of relevant historical information. They will learn how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this.

Teaching Strategies

History should be taught using:

- A variety of teaching strategies to excite and engage all types of learners, including those with additional needs and SEND.
- A balance of imparting knowledge and independent research involving the use of the library and the internet.
- Whole class lessons, individual, paired and group work.
- Role play, hot seating and other drama activities.
- Cross Curricular activities.
- Visitors to school.
- Visits out of school.
- A range of suitable primary and secondary sources and materials.
- Practical and hands on activities.

History teaching should develop the following skills:

- An understanding of chronology.
- Knowledge and understanding of events, people and changes in the past.
- How History is interpreted.
- Different methods of enquiry.
- How ideas are organised and interpreted.
- Questioning Skills.
- Life skills
- Resilience and wellbeing.

Assessment, Recording and Reporting

Lessons are evaluated by the class teacher, identifying individual progress and informing future planning.

- Retrieval activities are used at the start of each lesson to ensure knowledge is being secured and to identify any gaps in learning.
- Reflections are completed at the end of each lesson to highlight what pupils have learnt and address any misconceptions.
- Work should be marked regularly and kept as evidence of the work covered, following the school's marking policy.
- If lessons are practical, then this will be evidenced with photos.

- Parents are made aware of their child's progress through parents' evenings and the annual written report.
- The academy websites and displays are used to show examples of work and photos of trips and visitors relevant to the unit of work being studied.

Monitoring and Evaluation

The Executive Head teacher and the History Subject Leads monitor History. Having identified priorities, the SLT and History Subject Leads construct an action plan that forms part of the Academy Development Plan. This forms the basis for any monitoring activities and will clearly identify when, who and what is to be monitored. History Subject Leads from each academy meet termly and carry out book monitoring with an agreed focus. Results are then fed back to staff. Year group teachers across the three academies also meet half termly to moderate teacher assessment levels, the quality of learning opportunities and plan units of work together.

Reviewed September 2026