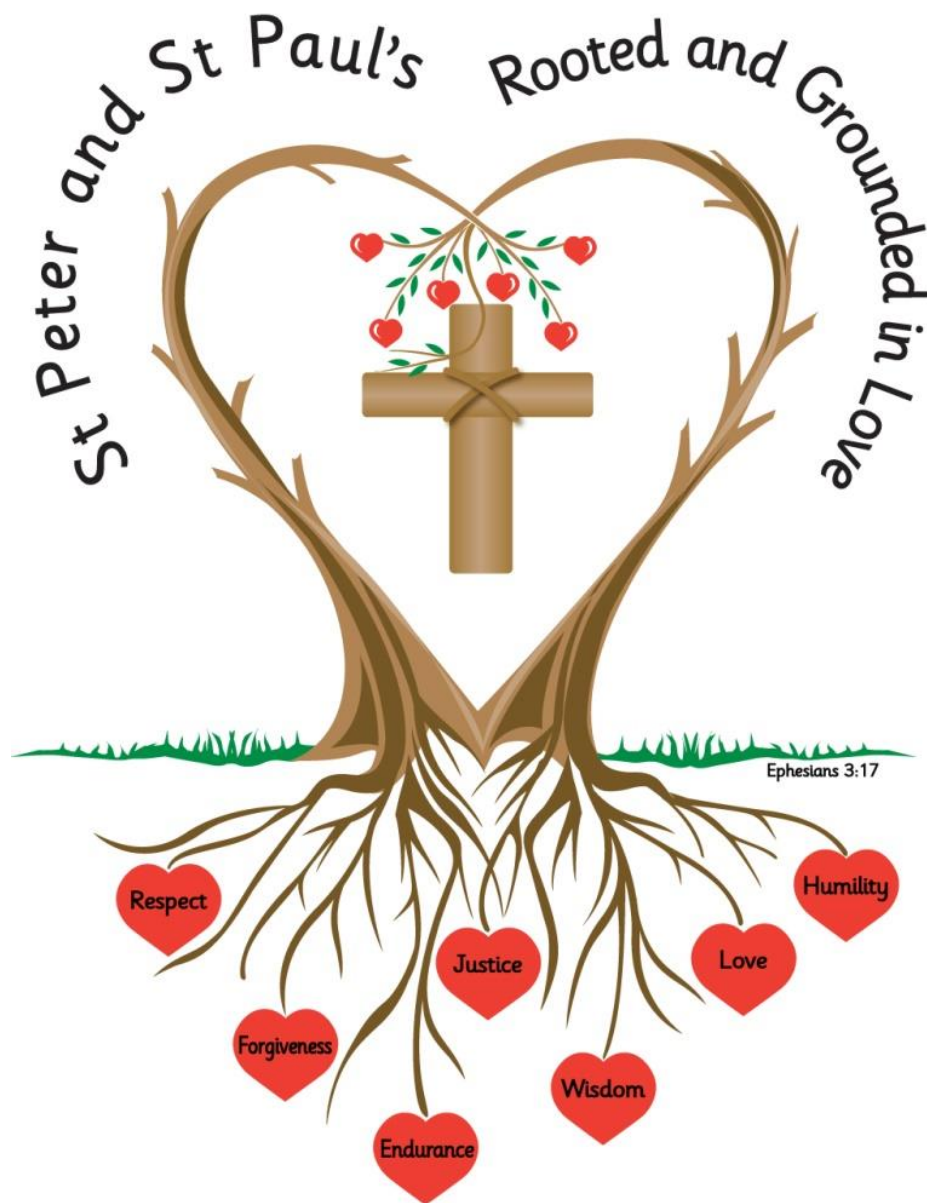




St Peter and St Paul's Church of England
Primary School

History Policy

At St Peter and St Paul's we strive to be rooted and grounded in love, because Jesus tells us that Christian life is, 'loving God above all things and loving each other as brothers and sisters.' (Matthew 22:36-40)

Intent

The History curriculum at St Peter & St Paul's Primary School is designed to foster curiosity, critical thinking, and a deep understanding of the past. Drawing on the rich local heritage of the surrounding area, the curriculum makes effective use of both immediate and wider local contexts to enhance pupils' engagement and contextual understanding.

Aligned with the National Curriculum and responsive to pupils' interests, the curriculum is coherently structured to build progressively on prior knowledge. It aims to ensure that all pupils:

- Develop a secure and coherent knowledge of British and world history;
- Ask perceptive questions, think critically, evaluate sources, and develop informed judgements;
- Understand the complexity of historical change, social diversity, identity, and inter-group relationships.

Each unit is structured around an overarching enquiry question, supplemented by sub-questions that drive focused learning. Pupils explore both substantive knowledge and disciplinary concepts, including **cause and consequence, change and continuity, similarity and difference, historical significance, historical interpretations**, and the use of **sources and evidence**. The curriculum is underpinned by four recurring substantive themes: **justice and equality, childhood, civilisation, and leadership**. These key concepts support pupils in making meaningful historical connections across time and place.

Implementation

History is taught in weekly lessons, with each topic explored over the course of a half-term, allowing for immersive and in-depth learning. Each year group studies three topics per academic year. Each unit begins with a central enquiry question and follows a sequence of lessons that promote knowledge acquisition, critical thinking, and reflective discussion. Teachers refer to prior learning at the start of each unit to establish chronological context and activate existing knowledge.

Planning ensures alignment with the National Curriculum and coverage of essential disciplinary and substantive concepts. Units are introduced with explicit reference to the chronology of previous topics, reinforcing pupils' understanding of historical time and progression.

Learning is enriched through cross-curricular links, local visits, the use of artefacts, and first-hand experiences. Opportunities for outdoor learning and contextualised tasks, such as analysing maps or photographs, support the acquisition of both knowledge and skills. Diversity is a key consideration in the selection of individuals and events studied.

Teachers adapt instruction to meet the needs of all learners, using differentiation and appropriate levels of challenge. Support staff are effectively deployed to maximise accessibility and progress for all pupils.

By the end of Key Stage 2, pupils will:

- Have a secure chronological understanding of British history from the Stone Age to the present;
- Be able to compare and connect historical periods and themes;
- Demonstrate knowledge of significant global civilisations, including the Ancient Egyptians, Ancient Greeks, and the Maya.

Impact

The impact of the History curriculum is evidenced through outcomes in pupils' workbooks (or floor books in EYFS), working walls, and pupil voice.

Pupils:

- Show curiosity and enthusiasm for history;
- Demonstrate secure knowledge of studied periods and concepts;
- Apply critical thinking and enquiry skills;
- Use accurate historical vocabulary and make connections across topics.

Learning is assessed continuously through observation, questioning, and the review of pupils' work. Teachers use assessment to inform future planning and address misconceptions. Summative assessment is supported by end-of-unit reviews of key knowledge and responses to enquiry questions.

Teaching and Learning

The History curriculum is clearly mapped against the National Curriculum programmes of study. Planning identifies key knowledge and skills for each year group and builds sequentially from EYFS to Year 6.

At the start of each topic, teachers review prior knowledge and establish a timeline to contextualise new learning. Lessons revisit previous content through starter tasks or discussions. Working walls display key vocabulary, with definitions and knowledge, reinforcing pupils' understanding.

Each lesson is centred on a specific enquiry question that guides learning. Teachers and pupils revisit this question at the end of the lesson to reflect on progress and identify next steps. Lessons aim to develop historical thinking alongside knowledge acquisition.

Assessment

Assessment is embedded within the teaching and learning cycle and includes:

- Observation of individual, paired, and group work;
- Use of open-ended questioning and discussion prompts;
- Marking and feedback to promote reflection;
- Regular book scrutiny and moderation to ensure curriculum coverage and progression;
- Pupil and teacher review of enquiry questions and unit outcome;

- End of unit assessments, the results of which are added to a whole school assessment document

Assessment focuses on both substantive knowledge and disciplinary skills, ensuring that pupils meet age-related expectations.

Planning and Resources

Planning is aligned with the National Curriculum and medium-term plans are shared with staff. Plans are stored electronically for ease of access and consistency across the school.

Each class has access to relevant resources, including artefacts and topic books. The school library provides historical fiction and non-fiction texts to support individual research and reading for pleasure.

Organisation

History is taught in half-termly units, allowing for focused, sustained engagement with key topics. This structure promotes a deeper understanding of historical periods and concepts. Cross-curricular links are developed where meaningful and appropriate.

EYFS

In the Early Years Foundation Stage, history is introduced through the 'Understanding the World' strand of the EYFS framework. Children explore historical themes through stories, artefacts, and discussions. This learning lays the foundation for Key Stage 1 by developing chronological awareness, curiosity, and language related to time and change.

Key Stage 1

Pupils continue to develop an understanding of the past by sequencing events and using historical vocabulary with increasing confidence. They compare aspects of life in different time periods and investigate changes within living memory, such as with homes, holidays, toys and forms of entertainment.

They also explore events beyond living memory, including the Great Fire of London, and learn about the lives and impact of significant individuals such as Florence Nightingale, Mary Seacole, and Samuel Pepys. Local history is introduced through topics like the Accrington Pals, helping pupils develop a personal and meaningful connection to the past.

Key Stage 2

Pupils extend their chronological understanding and explore themes across British, local, and world history.

They study:

- Prehistoric Britain (Changes in Britain from the Stone Age to the Iron Age);
- The Roman Invasion of Britain, with a focus on Boudicca and her rebellion;
- Change and leadership throughout the Anglo-Saxon and Viking periods;
- A local study of Rishton's 'Milltown' History;
- An overview and comparison of the world's earliest civilisations (with an in-depth study of Ancient Egypt);

- Ancient Greece and its influence on the modern world;
- A non-European society: the Maya civilisation.
- The Transatlantic Slave Trade
- Childhood during WW2 as well as during the Victorian era

Pupils develop the ability to construct historical arguments, use sources critically, and explore historical interpretations. They are encouraged to ask meaningful questions and draw comparisons across time.

Inclusion and Equal Opportunities

All pupils have access to a broad and balanced History curriculum. Lessons are adapted to meet the needs of all learners, including those with SEND and those requiring additional challenge. Support staff are deployed effectively to ensure all pupils make progress. The curriculum reflects diverse perspectives and ensures representation of different cultures, experiences, and contributions.

Parental and Community Involvement

The school actively encourages engagement from families and the wider community to enrich pupils' historical understanding. Visits from local historians, community members, and parents with relevant expertise are welcomed.