KINGS MEADOW PRIMARY SCHOOL

History Policy

1. INTRODUCTION

This document is one of a series that make up the whole CRACKING Curriculum statement for the school. It states the school philosophy about the contribution which history makes to our pupils' education and the way in which the National Curriculum and history are delivered in practice. In effect it is an expanded policy statement and together with the long, medium- and short-term thematic planning constitutes the schools scheme of work.

2. INTENT

Why is History important:

History is important because it helps pupils to understand and interpret the past, and therefore, the present.

Through history, pupils develop a deeper cross-cultural awareness and understanding of their own and others' heritage, through looking at evidence and asking and answering questions.

In history, we can analyse successes and failures, which, in turn, teaches us to learn from our mistakes.

At Kings Meadow we believe that:

- History inspires pupils' curiosity, leading them to ask relevant questions and think critically when searching for answers.
- History teaches pupils to recognise similarities and differences between periods in history and see how the past has shaped the present.
- History encourages pupils to explore how the world has changed, the processes involved and the impact and legacy of change.
- Chronology helps pupils see the 'big picture' of the historical narrative, enabling pupils to make connections made between different periods from the past and the present.
- The history that children learn is brought alive for them through investigating and asking questions about the past, present and future.

Through our CRACKING curriculum it is our intention for our children to develop their learning within each cognitive phase through building their knowledge of Chronology so that:

- Sand Lizards (Year 1&2) - Fit people and events into a chronological framework
- Red Squirrels (Year 3&4) - Establish clear narratives within periods of history
- Seagulls (Year 5&6) - Make connections between periods of history

As the pupils understanding of the concept of chronology deepens they will know where the era, person or event they are studying fits on the historical timeline. The use of timelines, therefore, is particularly important in establishing the sequence of, and connections between, different periods of history. Timelines provide visual reminders in every classroom.

Sand Lizards (KS1)
In this phase, there is a focus on people that lived and events that have taken place primarily over the last 200 years. This limited time span is much more manageable for younger children, allowing them to conceptualise more easily and provide a framework for pupils to begin understanding chronology over time beyond the simple sequencing of everyday events. The historical content itself often links to pupils' everyday experiences, making the learning more concrete and less abstract, in order to help them begin to make sense of their changing world.

Red Squirrels (LKS2)
Pupils begin to look at more specific periods in history e.g. Benin, and develop narratives within those, such as the exile of Ogiso and the change of rule, leading to much greater prosperity under the Obas.

Seagulls (UKS2)
As knowledge builds, pupils begin to identify and understand connections between different events and periods in history for example looking at leadership within Ancient Greece and comparing that to more recent world leaders in 'Conflicts Past and Present'.

3. IMPLEMENTATION

When is history taught:

History is taught through thematic units. The attached overview (Appendix 1) maps out which thematic units feature this subject and the Long-Term Plan (Appendix 2) clearly shows the objectives taught.

How is history taught:

History is taught through a combination of subject knowledge, historical skills and enquiry. Learning takes place both inside and outside the classroom.

Resources:

Resources for each area of study are kept in an 'Historical Thematic Resource Box' located in the Resource Room or within the relevant classrooms.

Adaptive Teaching:

Adaptive teaching in history involves tailoring lessons to meet the diverse learning needs and abilities of all our pupils including those with Special Educational Needs (SEND) and the More Able. For example, when teaching about a historical event or figure, the teacher might offer various resources—such as videos, interactive timelines, or hands-on activities—to cater to different learning styles. Pupils who grasp concepts quickly can be challenged with more complex questions or asked to lead small group discussions, while others might benefit from visual aids, simplified texts, or additional one-on-one support. The teacher can also provide alternative ways for pupils to demonstrate their understanding, such as through drawing, storytelling, or creating a presentation. By using flexible approaches, adaptive teaching ensures that every child can engage with history in a meaningful and accessible way, fostering a love of learning while promoting inclusion and equity in the classroom.

Oracy in History:

Oracy, the ability to express oneself fluently and coherently through speech, plays a crucial role in our history lessons. We encourage our children to engage in discussions, debates, and storytelling, helping them to develop a deeper understanding of historical events and figures. Through oracy activities, our children can practice articulating their ideas, asking questions, and listening critically to others, fostering critical thinking and empathy. In history lessons, oracy also enables children to communicate historical concepts effectively, whether it be explaining the causes of a particular event or interpreting the significance of primary sources. By integrating oracy into history lessons, teachers help our pupils build confidence in their communication skills while also enhancing their ability to think historically and make connections across time.

4. IMPACT

In order to measure the impact of our teaching and learning, planning and work audits are carried out by the subject leader ensuring coverage and development of skills in line with specific year group expectations. Class teachers also assess children's understanding and skills through observation and discussion of their work (Pupil Voice). In Key Stage 2 the children are also involved in self-evaluating their learning.

Work is marked thoroughly in line with the school's Marking Policy.

Formative and summative assessments are used to track children's learning against the statutory objectives in History National Curriculum and progress against the expectations are recorded on our 'Insight Tracking' system.

In order to ensure continued improvement in the teaching and learning of history, the subject leader is responsible for supporting colleagues by informing them of current developments in the subject and by providing a strategic lead and direction for the subject in school. The subject leader is also responsible for evaluating strengths and weaknesses in the subject and identifying areas for improvement and development.

Reviewed	November 2024
Approved by Governing Body	January 2025
Next Review	November 2027 or sooner if required.