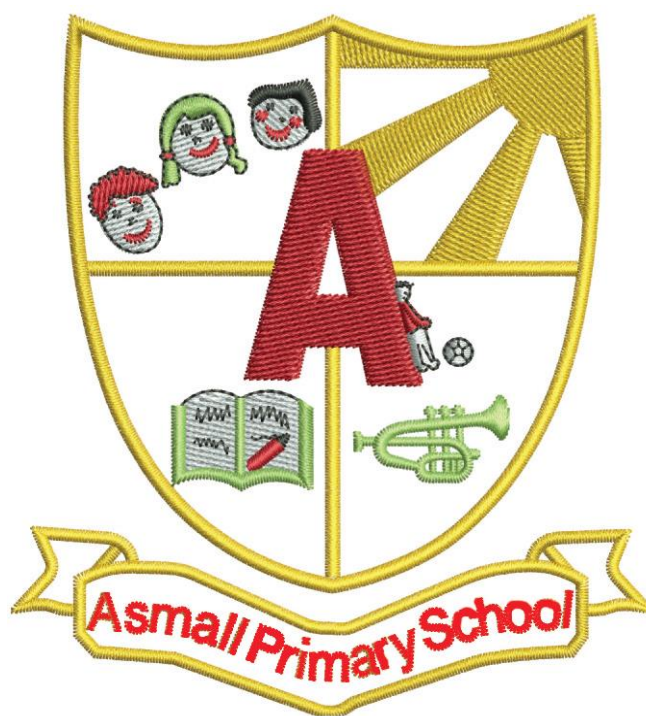


Asmall Primary School



HISTORY POLICY

May 2025

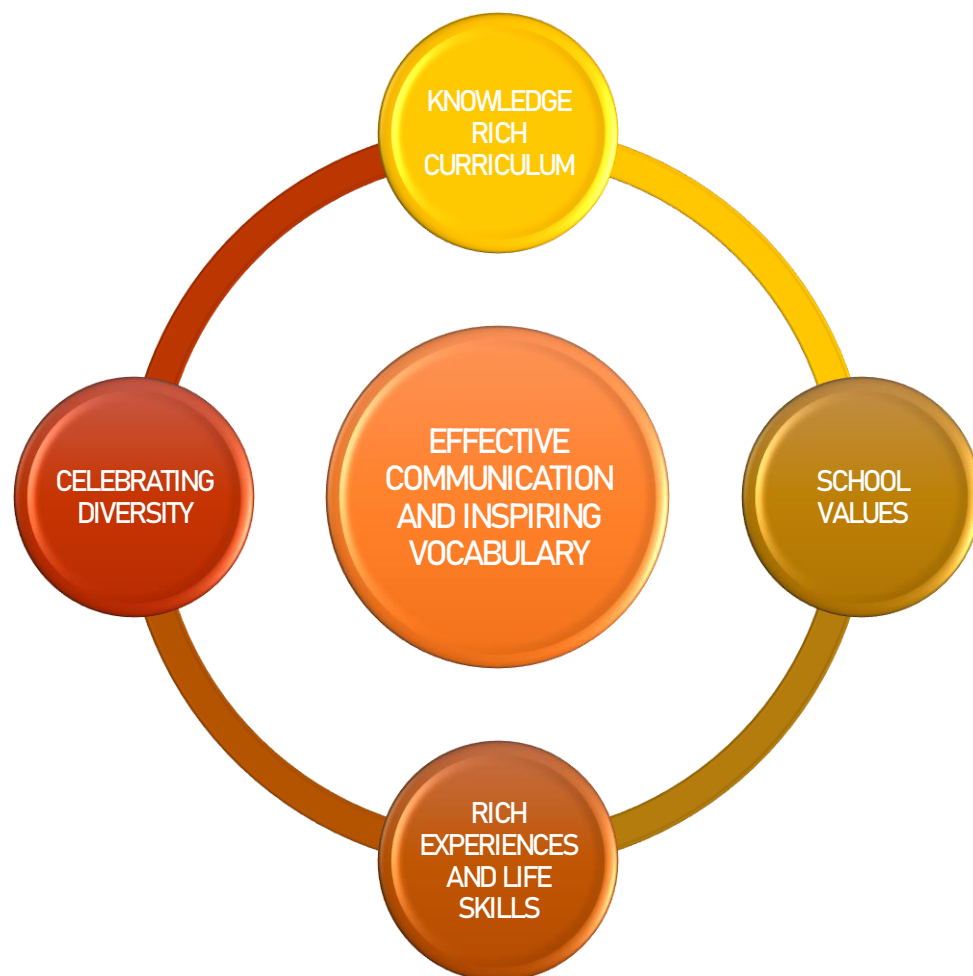
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Statement of intent

At Asmall, our History curriculum aims to inspire our pupils, through experiences and opportunities, to understand more about the past and how this has influenced our lives today. By giving pupils a broad, balanced and diverse curriculum, we will ensure the progressive development of historical concepts, knowledge and skills. Children will be able to communicate their understanding, using language to enquire, explain and reason. History teaching at Asmall has a wide application to everyday life, teaching the children to enjoy learning about the past and to have a better understanding of the society in which they live.



1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- DfE (2013) 'National curriculum in England: history programmes of study'
- DfE (2015) 'The national curriculum in England: Key stages 1 and 2 framework document'

This policy operates in conjunction with the following school policies:

- Primary Curriculum Policy
- Homework Policy

2. Roles and responsibilities

The governing board is responsible for:

- Approving this policy.
- Liaising with the headteacher, history coordinator and teachers with regards to pupil progress and attainment in history education.
- Ensuring the history curriculum is inclusive and accessible to all.

The headteacher is responsible for:

- Ensuring the history curriculum is implemented consistently throughout the school and ensuring any difficulties are addressed and mitigated as soon as possible.
- Receiving reports on the progress and attainment of pupils and reporting these results to the governing board.
- Making any necessary adjustments to the history curriculum where required.
- Keeping up-to-date with any relevant statutory updates and taking action where required.
- Ensuring this policy is created in accordance with the Primary Curriculum Policy and Homework Policy.
- Updating and maintaining this policy.

The history coordinator will be responsible for:

- Developing, resourcing and reviewing this policy.
- Planning, instigating and monitoring history teaching programmes.
- Liaising with colleagues, including the SENCO, to differentiate teaching programmes in accordance with the needs of individual pupils.
- Working with other staff to teach the subject content.
- Keeping staff informed of visits and courses.
- Facilitating the assessment of pupils' work.
- Keeping up-to-date with current affairs and best practice regarding history.
- Providing guidance, including INSET training to history staff, as part of their ongoing professional development.
- Undertaking the performance reviews of history staff and updating the headteacher.

- Celebrating and promoting the history curriculum and the work of pupils throughout the school.

Staff teaching history will be responsible for:

- Contributing to the development of this policy and teaching programmes, with the history coordinator.
- Developing schemes of work and lesson plans in line with this policy and the objectives of the history curriculum.
- Delivering the history curriculum, including coordinating activities and resources within their specific areas.
- Assessing and recording pupils' progress and keeping the history coordinator apprised of this.
- Providing feedback to parents on pupils' progress at parents' evenings and other meetings.
- Attending and contributing to any INSET days organised by the history coordinator.
- Keeping apprised on current affairs and best practice on their history curriculum, and applying this to their schemes of work.

3. Teaching

The history coordinator will be responsible for overseeing the planning, resourcing and monitoring of the school's history programme.

The subject matter covered in history reflects the requirements of the national curriculum.

Special focus will be paid to the teaching of the skills inherent in the entire history curriculum taught at the school. These skills include:

- Making accurate observations.
- Asking and answering questions.
- Effectively using the appropriate equipment for measurement.
- Recognising patterns and identifying relationships.
- Predicting and applying knowledge to differing contexts.
- Analysing and interpreting evidence, and drawing conclusions.

The history programme will be delivered by all history staff in a range of teaching and learning situations, with respect to the needs of individual pupils.

4. Curriculum Implementation

Our history curriculum, delivered through Curriculum Maestro, ensures full coverage of the National Curriculum while reflecting our local heritage and national story. Beginning in EYFS, children explore the concept of time through personal and family history, using stories, artefacts, and local traditions.

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Exploring Autumn	Once Upon a Time	Winter Wonderland	Dangerous Dinosaurs	Sunshine and Sunflowers	Shadows and Rainbows
1	Childhood – Main Driver		Childhood - Breadth and Depth		School Day – Main Driver	
2	Movers and Shakers – Main Driver		Movers and Shakers - Breadth and Depth		Magnificent Monarchs – Main Driver	
3	Through the Ages – Main Driver		Through the Ages - Breadth and Depth		Emperors and Empires – Main Driver	
4	Invasion – Main Driver		Invasion – Breadth and Depth		Ancient Civilisations – Main Driver	
5	Dynamic Dynasties – Main Driver		Dynamic Dynasties- Breadth and Depth		Ground breaking Greeks – Main Driver	
6	Maafa – Main Driver		Maafa - Breadth and Depth		Britain at War – Main Driver	

Main Driver	Breadth and Depth
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By KS2, learning progresses chronologically and thematically. In Lower KS2, pupils study ancient civilisations, Britain's settlement by Romans, Anglo-Saxons and Vikings, and link these to local archaeological and geographical evidence. Upper KS2 deepens historical enquiry with topics such as the Mayans, Victorians, and post-1066 British history, alongside focused studies of our community's industrial and cultural past. This provides both local and global contexts, embedding a strong sense of identity and place.

Knowledge progression is mapped carefully: from understanding past/present in EYFS, to sequencing and cause/consequence in KS1, through to evaluating sources, continuity and change, and historical significance by Year 6. Skill progression develops from simple observation and retelling, to questioning, source analysis, and constructing informed arguments.

Cross-curricular links are embedded. Geography supports historical understanding through maps, settlements, and environment studies. English is enriched with historical narratives and non-fiction writing; art and design explore historical artefacts and architecture; computing supports research and presentation.

Through this carefully sequenced, enquiry-based approach, pupils leave Year 6 with secure knowledge, transferable skills, and a curiosity about the past.

5. Assessment

Assessment in history will be undertaken as part of a broader evaluation of pupil progress measured against the skills for the expected year group. At the end of each unit, there will be an assessment opportunity which will consist of a more open-ended piece of work designed to give children the chance to demonstrate their knowledge and understanding of the topic covered.

The history coordinator will ensure that assessment:

- Is embedded as an essential part of teaching and learning.
- Involves sharing enquiry questions with pupils.
- Aims to help pupils to know and recognise the standards they are aiming for.
- Involves pupils in peer and self-assessment.
- Provides subject-specific feedback which leads pupils to recognising their next steps and how to take them.
- Involves both teacher and pupils reviewing and reflecting on assessment data.

6. Impact

The impact of the school's History curriculum can be seen in:

- the quality and breadth of the work children produce in their books
- the knowledge and cultural capital they acquire to succeed in life
- the knowledge they share when talking about their learning – they know more and are able to do more than when they started
- their end of unit assessment lessons
- the learning environment
- internal assessments / national tests
- their preparedness for their next stage of education – EYFS to KS1, KS1 to KS2 and KS2 into KS3 at Secondary School.

At the end of each year, pupils will have gained a deeper understanding of British History (including Local Study where relevant) and the History of the Wider World as well as the overarching skills of chronology, historical vocabulary and the ways in which the past can be communicated. Their conceptual understanding develops to make links between themes. Pupils are curious which allows them to discuss and reflect on their own lines of enquiry and areas of interest.

During the children's learning journey at Asmall, our impact of the History Curriculum is to develop the following:

- Pupil Voice - Through discussions and feedback, pupils talk enthusiastically about their History lessons and show a genuine curiosity and interest in the areas they have explored.
- Evidence in Knowledge - Pupils can make links between different themes and recognise similarities and differences. They know about key events and people as they build an overview of the world.
- Evidence in Skills - Pupils use acquired vocabulary to interpret and convey their understanding of the past. They can analyse and interpret information in order to question and reflect on the topics covered.
- Breadth and Depth - Teachers plan opportunities (including cross-curricular) for pupils to study across concepts to deepen their understanding in aspects of particular historical value.
- Pupils have the confidence and are inspired to further their knowledge.

7. Equal opportunities

All pupils will be given equal access to the entire history curriculum, including educational visits.

Where required, pupils with SEND will be provided with additional support in order to fully engage with the history curriculum.

Lessons will be adapted to meet all pupils' needs where appropriate, including being considerate of any pupil's protected characteristics, and alternative arrangements involving extra support will be provided where necessary.

The school aims to provide more academically able pupils with the opportunity to extend their historical studies through extension activities such as problem solving, investigative work and research.

8. Monitoring and review

The history coordinator will once a term, review and evaluate the history work within the school.

This policy will be reviewed annually to ensure that it complies with the latest legislation, guidance and best practice.

The next scheduled review date of this policy is May 2026.