FRONT STREET COMMUNITY PRIMARY SCHOOL

HISTORY POLICY

September 2026

This policy links to articles: 2, 6, 12, 13, 17, 23, 28, 29 and 31.

HISTORY POLICY

Intent

At Front Street Primary School, we aim to inspire pupils' historical curiosity and foster a love of learning about the past. We believe History plays a vital role in helping children understand the world around them, appreciate how societies have changed over time and recognise how the past influences the present.

Our curriculum provides pupils with a chronologically secure knowledge and understanding of Britain's past and that of the wider world. We want children to develop a clear historical perspective, enabling them to make connections across different periods, places and civilisations. Through the study of History, pupils learn to appreciate the achievements, experiences and diversity of people throughout time and understand how these have shaped the lives we live today. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and the relationships between different groups. Through their learning, pupils are encouraged to ask perceptive questions, think critically, analyse evidence, develop perspective and make informed judgements about the past.

Aims

The aims of the History curriculum are to ensure that all pupils:

- Know and understand the history of Britain as a coherent, chronological narrative, from the earliest times to the present day.
- Know and understand significant aspects of world history, including ancient civilisations, empires and non-European societies.
- Develop and use a historically grounded understanding of key concepts such as civilisation, monarchy, empire, parliament and democracy.
- Understand historical concepts including continuity and change, cause and consequence, similarity and difference, and significance.
- Ask historically valid questions and use evidence to investigate the past.
- Understand how historical interpretations are constructed and why different accounts of the past may exist.
- Gain historical perspective by understanding connections between local, regional, national and international history.
- Become increasingly confident in communicating historical knowledge using appropriate vocabulary.

Substantive Knowledge

Substantive knowledge in History refers to the established body of content, facts and information about the past, essentially acting as the 'what' of history learning.

At Front Street Primary School, pupils develop their understanding of:

- Significant individuals and their impact
- Civilisations and societies
- Monarchy, government and democracy
- Religion and belief
- Trade and economy
- Settlement and migration
- Conflict, invasion and empire
- Technological innovation
- Social and cultural change

These concepts are revisited throughout the curriculum, enabling pupils to make connections between different historical periods and deepen their understanding of how the past has shaped the world today.

Disciplinary Knowledge

Disciplinary knowledge in History is the understanding of how historians study the past, evaluate evidence and construct historical claims and arguments.

At Front Street Primary School, our History curriculum develops pupils' understanding of the past through a range of key historical skills. Children build their vocabulary and communication skills while developing their understanding of chronology and historical narratives. They explore similarity and difference, continuity and change, cause and consequence, and significance. Pupils learn how historians plan and carry out enquiries, interpret evidence and evaluate sources. They are taught to weigh evidence, analyse different viewpoints and make reasoned historical judgements. Through this process, children become curious, critical and knowledgeable young historians.

Teaching of History

History teaching at Front Street Primary School focuses on enabling children to think like historians. We place a strong emphasis on developing coherent knowledge and understanding of Britain's past and that of the wider world through the examination of historical sources and artefacts. Where appropriate, children are given opportunities

to visit sites of historical significance and take part in experiences that bring history to life through visitors, workshops and local learning opportunities.

Early Years Foundation Stage (EYFS)

History in the Early Years supports pupils' understanding of the world, communication and language, personal, social and emotional development, and early literacy and mathematical development. Children learn through experiences that introduce the concepts of time, change and chronology. For example, pupils may bring photographs from different stages of their lives and discuss how they have changed over time, as well as explore routines, events and experiences from the past and present.

Teaching of History in the Foundation Stage

Within the Early Years Foundation Stage, activities and experiences for pupils are based on the seven areas of learning and development. The provision is enhanced through:

- Literacy (Specific Area)
- Mathematics (Specific Area)
- Understanding the World (Specific Area)
- Expressive Arts and Design (Specific Area)
- Communication and Language (Prime Area)
- Personal, Social and Emotional Development (Prime Area)
- Physical Development (Prime Area)

Key Stage 1

Key Stage 1 History focuses on developing pupils' awareness of the past through the use of historical vocabulary, chronological understanding and the study of significant people and events. Children learn to identify similarities and differences between periods of time, ask and answer historical questions, and use a range of sources, including photographs, stories and artefacts, to find out about the past.

Teaching of History in Key Stage 1

Within Key Stage 1, activities and experiences for pupils are based on:

- Changes within living memory
- Events beyond living memory that are significant nationally or globally
- The lives of significant individuals in the past who have contributed to national and international achievements
- Significant historical events, people and places in their own locality

Key Stage 2

Key Stage 2 History develops pupils' chronological understanding of British, local and world history. Children explore connections, contrasts and trends over time, use historical terminology accurately, ask historically valid questions and construct informed responses using a range of historical sources. They also learn to evaluate interpretations of the past and recognise how evidence can be used to support different viewpoints.

Teaching of History in Key Stage 2

Within Key Stage 2, activities and experiences for pupils are based on:

- Changes in Britain from the Stone Age to the Iron Age
- The Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- A local history study
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- The achievements of the earliest civilisations, including an overview of where and when the first civilisations appeared and an in-depth study of Ancient Egypt
- Ancient Greece and its influence on the western world
- A non-European society that provides contrasts with British history, such as the Maya civilisation c. AD 900

History Curriculum Planning

The History curriculum is based on the National Curriculum and is designed to provide pupils with a broad, balanced and progressive education. Units are sequenced carefully so that knowledge and skills build over time. Prior learning is revisited regularly to strengthen retention and support long-term understanding.

Planning takes place at three levels:

- **Long-Term Planning** – Maps curriculum coverage across year groups and ensures progression.
- **Medium-Term Planning** – Identifies key knowledge, concepts, vocabulary, enquiries and assessment opportunities.
- **Short-Term Planning** – Details lesson objectives, activities and adaptations to meet the needs of all learners.

The History Subject Leader monitors curriculum coverage and ensures National Curriculum requirements are met.

Cross-Curricular Links

When appropriate, teachers are encouraged to promote historical learning across the curriculum and make links between History and other subject areas. These links should be purposeful and should not detract from the development of historical knowledge, understanding and skills.

English

History contributes significantly to the teaching of English by promoting reading, writing, speaking and listening skills. Historical texts are used to support reading development and historical understanding. Children develop oracy skills through discussion, debate and presentation, while writing opportunities include reports, letters, biographies and diary entries.

Mathematics

History contributes to Mathematics through the development of chronological understanding, timelines and the interpretation of data presented in tables, charts and graphs. Roman numerals are also taught as part of the Mathematics curriculum.

PSHE

History contributes significantly to pupils' personal, social, health and citizenship education. Children explore themes such as democracy, equality, justice and diversity, helping them to understand how societies have changed over time and develop respect for different cultures and perspectives.

RRSA

As an RRSA school, children are taught that they have rights, many of which can be explored through historical study (including Articles 12, 13, 17, 27, 28, 29, 31, 32, 38 and 39). Through historical discussions, pupils are encouraged to respect the views of others, freedom of expression and the right to cultural and religious beliefs and practices.

Computing

Children use digital technology to research information, present findings and access a range of historical sources.

Geography

Geography supports History through the use of maps and locational knowledge when studying settlements, migration and the development of societies over time.

Science

History links with science when pupils study inventions, discoveries and technological developments and consider their impact on society over time.

Design and Technology

History links with Design and Technology through the study of inventions, engineering achievements, and technological developments from different historical periods.

Equal Opportunities and Inclusion

Inclusion

At Front Street Primary School, we teach History to all children regardless of ability. History forms part of the school curriculum through which we provide a broad and balanced education for all pupils. Learning opportunities are matched to the needs of all learners and account is taken of individual targets and support plans where appropriate.

Teachers take account of the three principles of inclusion set out in the National Curriculum:

- Setting suitable learning challenges for all children.
- Responding to the diverse learning needs of all pupils using adaptive teaching.
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Equal Opportunities

It is the responsibility of all teachers at Front Street Primary School to ensure that children, irrespective of ability, race, gender, age, faith, sexual orientation or disability, are given full access to the History curriculum and make the best possible progress in accordance with current legislation.

Assessment and Recording

Assessments in History are carried out using a range of strategies. Throughout a unit, assessments are used to inform live in-class adaptations and future planning, identify where additional support is needed. Any barriers to learning are identified and how these can be addressed in the next unit or when these objectives are revisited by these pupils. This information is shared with subject leads.

Resources

Front Street Primary School maintains a range of historical artefacts, topic boxes, books and digital resources to support the teaching and learning of History across the school. We have eight topic boxes, one for each historical period taught in Key Stage 2, containing replica artefacts and supporting materials. A wide range of history books are available within classrooms and the library. Pupils also have access to iPads, Chromebooks and ICT facilities to support research and learning.

Monitoring and Review

The History Subject Leader works alongside the Senior Leadership Team to monitor standards of teaching and learning throughout the school.

The History Subject Leader is responsible for:

- Ensuring progression and continuity across the key stages through the development of long-term planning.
- Supporting colleagues in curriculum implementation and providing guidance within units of work.
- Keeping up to date with developments in History and disseminating information to teaching staff.

CPD in History

Professional development is delivered by the History Subject Leader, supported by the Gateshead CCIG initiative, key staff and the local authority.

School Governor Role in History

A Link Governor is allocated responsibility for the oversight of Humanities. Governors are involved in monitoring activities where appropriate. Key documentation and action plans are shared regularly, and meetings are held between the Link Governor and the History Subject Leader to discuss developments within the subject.

History Subject Leader: Miss K Walker