



ORCHARD
— Community Trust —



History Policy

Last Reviewed - November 2025
Review date - November 2026

Purpose

The purpose of this policy is to outline the intent, implementation and impact of history teaching and learning at St Mark's Primary School. It establishes a consistent approach to teaching history that supports our pupils in becoming curious, reflective and analytical learners who understand the past and its influence on the world today.

Aims

At St Mark's Primary School, our history curriculum aims to:

- Inspire pupils' curiosity to know more about the past.
 - Enable children to understand how the past has influenced the present.
 - Encourage learners to think critically, question evidence and develop historical perspective.
 - Equip pupils to apply their knowledge in different contexts and make connections between local, regional, national and international history.
 - Foster an understanding of the complexity of people's lives, the process of change, and the diversity of societies and beliefs.
 - Support children in developing a conceptual understanding of key historical ideas such as continuity and change, cause and consequence, similarity and difference, and historical significance.
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Intent

Our intent is to ensure that all children leave St Mark's as confident, enquiring learners who:

- Possess secure substantive knowledge (the factual and conceptual content of the past).
 - Develop disciplinary knowledge (the methods and approaches historians use to investigate and interpret history).
 - Are able to ask perceptive questions, think critically, and make informed judgements using a range of historical sources.
 - Recognise that historical interpretations can vary and appreciate different perspectives.
 - Celebrate diversity and understand how shared histories contribute to identity and belonging.
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Implementation

Curriculum Design

The history curriculum at St Mark's is structured to provide a clear progression of knowledge, skills and concepts from EYFS through to Year 6. It is sequenced to enable pupils to make links across periods and to revisit and deepen their understanding of key ideas over time.

Learning is driven by *enquiry questions* designed to promote curiosity and critical thinking, such as:

- *Who was responsible for the Titanic sinking?*
- *Were the Vikings always vicious and victorious?*
- *What was life like in Victorian Britain?*

Teaching and Learning

- Teachers use a range of approaches, including storytelling, source analysis, role play, research, and visits to local historical sites.
- Lessons are enquiry-based and promote active investigation and discussion.
- Key vocabulary and concepts are explicitly taught and revisited to ensure secure understanding.
- Children are encouraged to make connections between topics and to understand how historical events influence modern society.

Coverage

Key Stage 1 Topics:

- What was life like in the past?
- What were toys like in the past?
- Why are we called the Potteries?
- Why do we remember the Great Fire of London?
- Who was responsible for the Titanic sinking?
- Who were the famous explorers?

Key Stage 2 Topics:

- Who were the Early Britons?
- What was life like in Roman Britain?
- Were the Vikings always vicious and victorious?
- Were the Egyptians really gruesome?
- What was life like in Tudor England?
- What was life like in Victorian Britain?
- What was life like in Anglo-Saxon Britain?
- What was life like in Ancient Greece?
- What was life like in Medieval England?

- What happened in World War II?
 - What was life like in post-war Britain?
 - What was life like in the Mayan civilisation?
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Impact

The impact of our history curriculum is evident in pupils who:

- Have a secure chronological understanding of British and world history.
- Use historical vocabulary accurately and confidently.
- Demonstrate the ability to analyse sources, ask questions and form evidence-based conclusions.
- Understand how key events, people and changes have shaped society and the modern world.
- Show respect and empathy for people from different cultures, backgrounds and eras.

Assessment in history is continuous and formative. Teachers monitor pupils' understanding through questioning, discussions, written work and retrieval activities. Progress in both substantive (knowledge of the past) and disciplinary (historical thinking and enquiry skills) knowledge is tracked carefully to ensure a deep and lasting understanding of history.

To support this, rubric-based assessments are used at key points throughout each unit. These rubrics outline clear expectations for historical knowledge, skills and understanding - enabling both teachers and pupils to identify next steps in learning. Rubrics help ensure consistency across year groups, provide clarity on progression, and allow pupils to reflect on their own development as historians.

Roles and Responsibilities

- History Subject Leader: Oversees curriculum planning, ensures progression and coherence, supports staff development, monitors teaching and learning, and evaluates the impact of the curriculum.
 - Class Teachers: Deliver engaging and challenging history lessons, differentiate appropriately, assess progress, and promote key historical skills and vocabulary.
 - Senior Leadership Team: Monitors curriculum implementation, ensures alignment with the school's strategic aims, and supports the ongoing development of history teaching.
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Monitoring and Evaluation

The effectiveness of the history curriculum is monitored through:

- Lesson observations and learning walks.
- Pupil voice and work scrutiny.
- Staff feedback and professional development sessions.
- Curriculum mapping and assessment reviews.

The History Subject Leader reports annually to the Senior Leadership Team and Governors on standards, progress and curriculum development priorities.

Links to whole-school values

History at St Mark's supports our wider school values of curiosity, respect, resilience and empathy. Through history, pupils learn to appreciate different perspectives, respect diversity, and understand their role as responsible citizens who can shape the future through knowledge of the past.

Review

This policy will be reviewed every year by the History Subject Leader in consultation with staff and governors to ensure it remains aligned with current curriculum guidance and the evolving needs of our pupils.