

Subject Policy for History

1. Introduction

History is a vital part of the curriculum at Waddington and West Bradford Primary and plays a key role in developing enquiry skills, world understanding and cultural awareness. This policy outlines how History is taught and enriched at our school, ensuring a broad and balanced curriculum in line with the **National Curriculum in England (2014)** and expectations set by the **Department for Education (DfE)** and Ofsted.

2. Aims and Objectives

Our History curriculum aims for all pupils to:

- know and understand history as a coherent, chronological narrative, from the earliest times to the present day.
- know and understand significant aspects of the history of the wider world.
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance.
- understand the methods of historical enquiry.
- gain historical perspective by placing their growing knowledge into different contexts.

These aims are aligned with the **National Curriculum for History (2014)**

3. Curriculum Implementation

3.1 History Curriculum Structure

At Waddington and West Bradford Primary, we use the **Kapow Primary History** scheme, which ensures full coverage of the National Curriculum. We have also chosen to add a local history unit to each year group to help children link their historical learning to concrete evidence and experiences around them.

The curriculum is structured around:

Early Years and Key Stage 1 (Ages 5-7)

- **Living Memory:** Focuses on events in the children's own lives, their families, and familiar objects or toys within living memory.
- **Significant Individuals:** Studies key historical figures who contributed to national and international achievements (e.g., explorers, scientists, or nurses like Florence Nightingale or Mary Seacole).
- **Beyond Living Memory:** Introduces events of significance beyond living memory, such as the Great Fire of London.
- **Basic Enquiry:** Teaches children to ask and answer simple questions using artefacts, photographs, and stories

Key Stage 2 (Ages 7-11)

British History in Chronological Sequence: Traces the arc of British history, spanning:

- Stone Age to Iron Age Britain
- Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- Viking and Anglo-Saxon struggles

- A local history study
- A post-1066 thematic or period study (e.g., Tudors, Victorians, or World War II)
- **Ancient World Civilizations:** Explores the earliest civilizations
- **Non-European Contrast:** Features a non-European society for global context

3.3 Core Skills and Approach

- **Chronology:** Building an accurate mental timeline of when major events and periods happened.
- **Historical Enquiry:** Using primary and secondary sources (artefacts, texts, digital media) to test ideas, weigh evidence, and spot bias.
- **Key Concepts:** Understanding cause and consequence, similarity and difference, continuity and change, and historical significance

4. Assessment and Progression

4.1 Formative and Summative Assessment

Teachers assess pupils' progress through:

- **Observation** - Monitoring engagement, participation, and skill development.
- **Marking** - Capturing and reviewing pupils' progress through written feedback
- **Peer and Self-Assessment** - Encouraging reflection on historical learning and progression.
- **Kapow Assessment Criteria** - Using the Kapow framework to track knowledge and skill progression across key stages.

Pupils are assessed against age-related expectations outlined in the **National Curriculum (2014)** and Kapow's progression framework.

4.2 Progression Across Key Stages

Progression is mapped throughout the school, ensuring that:

Early Years Foundation Stage (EYFS)

- **Familiar settings:** Focuses on personal experiences, family history, and changes within a child's own living memory.
- **Basic time awareness:** Introduces simple words about time and recognizes that things happened before the children were born.
- **Initial enquiry:** Uses stories, photos, and talks about how transport, homes, or schools differ today compared to the past.

Key Stage 1 (Years 1 and 2)

- **Chronological framework:** Moves from changes within living memory to events further back that are outside living memory.
- **Local focus:** Explores significant historical people, events, and places in the local area.
- **Comparisons:** Identifies basic similarities and differences between ways of life in different periods using common passing-of-time vocabulary.

Key Stage 2 (Years 3 to 6)

- **Secure chronology:** Builds a chronologically structured understanding of British, local, and world history.
- **Broader themes:** Connects major eras—such as the Romans, Anglo-Saxons, and Vikings—while contrasting them with non-European civilizations (like the Maya or Ancient Greece).
- **Advanced enquiry:** Evaluates historical sources, asks valid questions, and builds structured accounts and reasoned arguments.

5. Inclusion and Accessibility

History is an inclusive subject, and at Waddington and West Bradford Primary, we ensure all pupils, including those with SEND and EAL, can access high-quality historical learning.

- Adapting resources to support pupils with additional needs, such as visual aids or simplified timelines
- Using technology, including interactive resources

This aligns with the Equality Act (2010) and DfE Guidelines on Inclusion, ensuring every child can experience success in history.

6. Enrichment and Extra-Curricular Opportunities

As part of our commitment to broadening pupils' historical experiences, we provide:

- School Trips - visiting Bolton Museum, Ribchester Museum and Lancaster Castle
- Historical experts / speakers - Offering children the chance to ask questions and see historical figures in role

7. Roles and Responsibilities

7.1 History Subject Leader

The History Subject Leader at Waddington and West Bradford Primary:

- Oversees curriculum delivery and ensures continuity across EYFS, KSI, and KS2.
- Provides staff with CPD and guidance on effective history teaching.
- Monitors and evaluates the impact of the History curriculum through lesson observations, planning scrutiny, and pupil voice.

7.2 Class Teachers

Teachers:

- Deliver history lessons in line with Kapow curriculum planning and National Curriculum objectives.
- Support pupils in developing confidence, knowledge, and historical enquiry skills
- Seek support and CPD where necessary to enhance their history pedagogy.

8. Monitoring and Evaluation

History provision is regularly reviewed to ensure high-quality outcomes. Monitoring takes place through:

- Lesson Observations and Learning Walks - Conducted by the history leader and SLT.
- Pupil Voice Surveys - Gathering pupils' views on their enjoyment and confidence in history.
- Assessment and Work Scrutiny - Reviewing lessons and compositions.

9. Review Date

This policy will be reviewed annually by the History Subject Leader and Senior Leadership Team to ensure alignment with curriculum developments and national best practice.

Date of Last Review: 01.09.2026

Next Review Due: 01.09.2027