



History Policy

Intent

At Pleasant Street Primary School, we believe that History plays a vital role in helping children understand the world they live in and how the past has shaped the present. Our curriculum inspires pupils to become curious, reflective and critical thinkers who develop a secure understanding of Britain's past and that of the wider world.

Through the study of History, pupils develop a strong sense of chronology, enabling them to place events, people and civilisations within a historical framework. They gain an appreciation of how societies have changed over time and how significant individuals and events have influenced the lives we lead today. Our curriculum encourages children to value diversity, understand different perspectives and develop respect for their own and others' heritage within modern multicultural Britain.

Historical learning begins in the Early Years Foundation Stage, where children explore similarities and differences, learn about people and events from the past, and begin to understand the concept of time. This provides the foundations upon which historical knowledge and enquiry skills are built throughout Key Stages 1 and 2.

Aims

We aim for all children to:

- Develop a secure understanding of Britain's history and how it has shaped modern society.
- Build chronological knowledge and use timelines to organise historical understanding.
- Learn about significant events, people and civilisations from Britain and the wider world.
- Develop and confidently use ambitious historical vocabulary.
- Ask historical questions and use enquiry skills to investigate the past.
- Interpret a range of historical sources and understand that different sources can provide different viewpoints.
- Analyse evidence, make informed judgements and justify conclusions using historical knowledge.
- Develop an appreciation of how history influences their lives today.

Expectations

By the time pupils leave Pleasant Street Primary School, we expect them to:

- Demonstrate a secure understanding of chronology across local, British and world history.
- Recall significant people, events and civilisations studied throughout the curriculum.
- Explain change, continuity, cause and consequence across different periods of history.
- Recognise similarities and differences between historical periods and societies.
- Understand that historical knowledge is constructed from a range of evidence and evaluate the reliability of different sources.



- Communicate historical understanding confidently using appropriate subject-specific vocabulary.

Curriculum, Teaching and Learning

Our History curriculum has been carefully sequenced to ensure knowledge and disciplinary skills build progressively from the Early Years Foundation Stage through to Year 6.

Lessons are enquiry-based and knowledge-rich, encouraging pupils to question, investigate and interpret evidence. Teachers explicitly teach key vocabulary and revisit important concepts throughout each unit to support long-term retention.

Every classroom should include:

- A dedicated History washing line or display showcasing current learning and key vocabulary.
- A topic table containing artefacts, photographs, replica objects and prompts to encourage curiosity and discussion.
- A range of carefully selected fiction, non-fiction and poetry linked to the current topic within the classroom reading area.
- Timelines where appropriate to support children's understanding of chronology.

Topic tables should be prepared before the start of each unit to encourage discussion, exploration and pre-teaching opportunities.

The Use of Poetry

Poetry is used as an additional vehicle for developing children's historical understanding, vocabulary and empathy. Carefully selected poems linked to historical periods allow pupils to explore the thoughts, feelings and experiences of people from the past while enriching language and supporting reading fluency.

Teachers are encouraged to:

- Display a poem linked to each history topic.
- Read and discuss poems regularly throughout the unit.
- Explore historical vocabulary and imagery within the poems.
- Use poetry to stimulate discussion, writing and historical enquiry.
- Encourage pupils to reflect on how poetry can provide insight into different historical experiences and perspectives.

The use of poetry supports cross-curricular links with English while deepening pupils' understanding of historical contexts.

Assessment, Recording and Reporting

Assessment is used throughout each unit to inform teaching and monitor pupil progress.

Pupils are assessed against the National Curriculum objectives using a range of assessment strategies, including:

- Ongoing formative assessment through questioning, discussion and observations.
- Topic quizzes to assess knowledge retention.



- History rubrics, which support teachers in making consistent judgements against pupils' work throughout each unit.
- End-of-unit assessment tasks that allow pupils to demonstrate their historical knowledge, understanding and enquiry skills.

The introduction of rubrics has strengthened assessment consistency across the school and supports progression from the observational assessment approaches used within EYFS.

Assessment outcomes are shared with the History Subject Leaders and analysed to identify strengths, gaps and any groups requiring additional support. Findings are used to inform future planning and curriculum development.

Staff Development

Teachers are expected to maintain and develop their historical subject knowledge through high-quality professional development and the use of current resources.

Curriculum planning meetings with the History Leads ensure staff have a clear understanding of learning outcomes, progression and assessment expectations. Whole-school monitoring informs future CPD, including support with historical enquiry, vocabulary development and effective assessment.

Resources

Each history topic is supported by a carefully selected collection of artefacts, replica objects, photographs, information cards and other resources, which are provided before teaching begins.

Each classroom should also include:

- A well-maintained topic table displaying artefacts throughout the unit.
- A selection of topic books and historical texts accessible to pupils.
- A poem linked to the current historical topic.
- Vocabulary displays that support children's understanding of key historical concepts.

Staff are encouraged to evaluate resources at the end of each unit so that topic boxes can be replenished and enhanced annually.

Monitoring and Evaluation

History is monitored through:

- Learning walks.
- Book looks.
- Pupil voice interviews.
- Planning reviews.
- Teacher evaluations.
- Assessment analysis, including topic quizzes and rubric outcomes.

Monitoring outcomes are used to celebrate strengths, identify areas for development and inform future curriculum improvements and professional development.



Appendix

Teaching

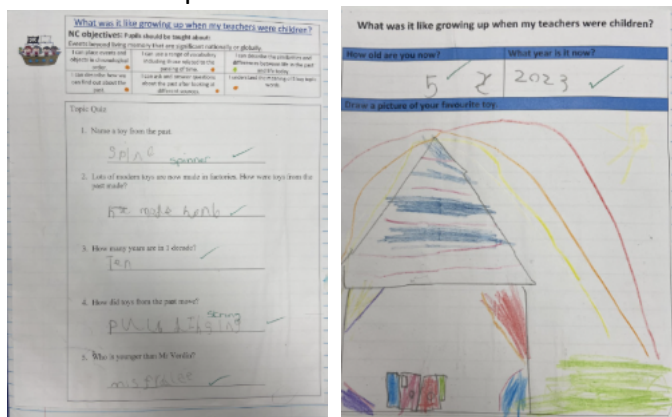
When teaching History, teachers should follow the agreed medium-term planning which details the learning objectives, key vocabulary, assessment opportunities and suggested activities. All planning and resources must be stored on the school's OneDrive. Teachers should explicitly teach and revisit key vocabulary, make purposeful links to prior learning and ensure lessons develop both substantive and disciplinary knowledge.

Recording

All elements of the planning should be taught and evidenced through books, floor books, Chatter or Seesaw. Learning objectives should match those identified in the planning. Geography evidence must include map work and History evidence must include chronological understanding through timelines. At the start of each topic, every pupil should have a front sheet (including the mid-topic quiz) and a pre-topic task.

At the start of each topic, the following documents should be stuck into each book in order:

1. Front sheet (with mid-topic quiz below objectives)
2. Pre-topic task



Trips

Each topic includes a suggested educational visit or enrichment opportunity. Visits should be planned well in advance and linked directly to curriculum outcomes. Pre-, during- and post-visit learning should be mapped into planning and evidenced. Risk assessments must be completed. Geography and History Subject Leaders are available to support staff with sourcing venues, planning curriculum-linked visits and recommending resources.

Cross Curricular Links

Meaningful cross-curricular links should be planned wherever appropriate. This includes:

- English: Non-fiction writing (e.g., reports on historical events, persuasive letters from a character's viewpoint).
- Poetry inspired by geographical locations and historical events.
- Art/DT: Model-making (e.g., castles, volcanoes), sketching historical artefacts or maps.



- Maths: Timelines (chronology), measuring distances on maps, population data interpretation.
- Science: Natural phenomena (e.g., weather, erosion) in geography topics.
- Music/Drama: Re-enactments of historical events or traditional songs from a studied period or culture.

Topic tables

Each topic has a resource box containing artefacts and supporting materials. Resources and key vocabulary should be displayed throughout the topic.

Assessment

Assessment should include: Pre-topic quiz to assess prior knowledge; Mid-topic quiz to check understanding; End-of-topic hot task demonstrating learning using subject vocabulary. Teachers must also complete the agreed Geography and History assessment rubrics using evidence from books, discussion, Chatter/Seesaw and hot tasks. Rubrics should inform teacher judgement, identify pupils working below, at and above expectations, support moderation and inform future planning and intervention.

Vocabulary

Topic-specific vocabulary should be taken from the planning. KS1 should display and teach at least five key words and KS2 at least ten. Vocabulary should be revisited regularly and stuck into pupils' books alongside the hot task.

Monitoring

Subject Leaders will monitor History through an agreed annual monitoring schedule including book looks, planning reviews, learning walks, pupil voice, classroom environments, topic tables, Chatter/Seesaw evidence and assessment data analysis using the agreed rubrics. Feedback will be provided following monitoring to celebrate strengths, identify next steps and inform curriculum development, staff CPD and future action planning.