



## **History Policy**

Updated: February 2024

To be reviewed: February 2026

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**Farndon Primary School**

**EQUALITY SCHEME  
EQUALITY IMPACT ASSESSMENT FOR  
HISTORY POLICY**

Staff / Committee involved in development:	Teaching and Learning Committee; Headteacher
For use by:	Staff, Governors and Parent/Carers
This policy relates to statutory guidance:	
Key related Farndon Policies:	Computing Policy Science Policy Teaching, Learning and Assessment Policy

**Equality Impact Assessment:** Does this document impact on any of the following groups? If YES, state positive or negative impact, and complete an Equality Impact Assessment Form or action plan, and attach.

<b>Groups:</b>	<b>Yes/ No</b>	<b>Positive/Negative impact</b>
Disability	No	
Race	No	
Gender	No	
Age	No	
Sexual Orientation	No	
Religious and Belief	No	
Gender Reassignment	No	
Marriage & Civil Partnership	No	
Pregnancy & Maternity	No	
Other	No	

<b>Reviewed by</b>	Teaching and Learning
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## Introduction

At Farndon Primary School we are committed to providing all children with learning opportunities to engage in History. This policy sets out a framework within which teaching and non-teaching staff can work, and gives guidance on planning, teaching and assessment. It has been developed through a process of consultation with school staff and governors.

Children come into our school with their own store of knowledge, attitudes and experiences of the world. As a school, we endeavour to provide an environment to foster curiosity and investigation, which develops a child's skills and provides a greater understanding of the past both local and global. Our approach is through activity based learning experiences.

## Aims

The aims of history are:

- To provide an environment to foster curiosity and investigation, which provides a greater understanding of the past both local and global.
- That children understand chronology and know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to present day.
- To ensure that children understand how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.
- That children build an overview of world history and know and understand significant aspects: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.
- That children can effectively communicate historically and gain and deploy a grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.
- That opportunities are given to understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.
- That children will investigate and interpret the past through understanding the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.

## Intent

It is our intent for the History element of our school curriculum to inspire pupils with a curiosity and fascination about the history of the world and its people through a thematic approach. At Farndon Primary School it is our intent that the history element of our

curriculum will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world through a thematic approach. We aim to inspire pupils' curiosity to know more about the past – locally, nationally and around the world. As our pupils, they will become equipped to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. We want pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

## Implementation

History is taught in blocks throughout the year, so that children achieve depth in their learning. The key knowledge and skills that children acquire and develop throughout each block have been mapped to ensure progression between year groups throughout the school. At the beginning of each new history topic, teachers refer to classroom timelines to develop children's understanding of chronology through a sheet stuck in their Study book along with the key vocab and sticky facts.

Each topic is introduced with reference to the chronology of previous topics (including those from previous years). The Fluent in Five checks are used to check existing knowledge at the beginning of each history topic and this process informs a programme of study that is responsive to children's interests. Key knowledge is reviewed by the children and rigorously checked and consolidated by the teacher. By the end of year 6, children will have a chronological understanding of British history from the Stone Age to the present day. They are able to draw comparisons and make connections between different time periods and their own lives. Interlinked with this are studies of world history, such as the ancient civilisations of Greece and the Egyptians.

Cross curricular outcomes in history are specifically planned for and these are indicated on the school's progression mapping. The school's own context is also considered, with opportunities for visits to places of historical interest and learning outside the classroom also identified and embedded in practice. Visits to the local area and use of local artefacts, such as Chester for the Romans and Burwardsley for Bronze Age houses, also support contextualised learning, as well as the acquisition of key knowledge and systematic development of key skills.

Planning is informed by and aligned with the National Curriculum. In addition, staff have access to the Twinkl plans and resources. However, teachers' lesson design is not limited by the scheme and teachers have access to further guidance from national agencies, including the History Association, of which the school is a member. The history curriculum is designed to ensure appropriate diversity in the significant figures that children learn about. Teachers' cater for the varying needs of all learners, differentiating activities where necessary and as appropriate, and ensuring an appropriate level of challenge. Outcomes of work are regularly monitored to ensure that they reflect a sound understanding of the key identified knowledge.

The Early Years Foundation Stage (EYFS) follows the 'Development Matters in the EYFS' guidance which aims for all children in reception to have an 'Understanding of the World; people and communities, the world and technology' by the end of the academic year.

## **Impact**

Outcomes in Study books and class WOW books evidence a broad and balanced history curriculum and demonstrate the children's acquisition of identified key knowledge. Emphasis is placed on analytical thinking and questioning and children demonstrate a coherent knowledge and understanding of Britain's past and that of the wider world, in addition to being curious to know more about the past. Through this study pupils ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. Regular enhancement opportunities are planned as part of our GET SET GO curriculum that provide further relevant and contextual learning, engaging members of the community in children's learning and providing positive role models from the community for children to learn from.

## **Teaching and Learning**

The history curriculum is mapped to ensure alignment with the national curriculum in both subject content and stated programmes of study. Key knowledge and skills have been informed by the stated programmes of study and build towards specific end points at the end of each phase group - Y1 & 2, Y3 & 4 and Y5 & 6 (knowledge and skills in reception provide the foundation for those identified in the first phase).

All KS1 and KS2 classrooms have a timeline which is used to develop chronological understanding each term in their Study book with the period being studied highlighted. These are referred to at the start of each topic and teachers link new learning to previous learning in line with the whole school knowledge and skills progression map. As part of the introduction to each new history topic, teachers review what the children know already and identify what children would like to learn, to inform the programme of study so that it takes account of children's interests.

A working wall will be used to support and celebrate learning, throughout each unit of work and this will also be used to support the acquisition of key knowledge and the accurate use of key vocabulary. In each lesson, children are guided towards the learning objective through the use of success criteria. The LO and success criteria are shared at the beginning of the lesson and reviewed by children at the end. Lessons are planned to enable children to acquire key knowledge alongside the development of key skills in history and outcomes of work will reflect this. Children will develop their enquiry skills and develop the ability to analyse, question and compare sources of evidence to form their own judgements about the past. The organisation and implementation of the history curriculum will help children to foster an

enthusiasm and sense of curiosity about the past. Key knowledge is reviewed by the children and rigorously checked and consolidated by the teacher at the end of each unit of work. Teaching and learning in history is supported by a wealth of resources, including access to Twinkl schemes and the history association's online platform. The school is also able to access expertise through its link with Historic England, as well as members of the school community with specialist skills and knowledge. Learning outside the classroom is planned for through our GET SET GO curriculum and is embedded in practice and this, as well as the key knowledge and skills, is progressive throughout the school.

## **Curriculum**

The children undertake a broad and balanced programme that takes account of abilities, aptitudes and physical, emotional and intellectual development. Through history the children learn a range of skills, concepts, attitudes and methods of working.

## **Early Years**

History is taught in the Foundation Stage as an integral part of the topic work covered during the year. We relate the historical aspects of the children's work to the objectives set out in the Early Years curriculum which underpin the planning for children aged three to five. History makes a significant contribution to the ELG objectives of developing a child's understanding of the world through activities such as finding out about the past through talking to others.

## **Key Stage 1 and 2**

History is taught as part of a cross curricular approach at Farndon Primary School. A yearly planner outlines what is to be taught in each term, ensuring full coverage of the National Curriculum. See Appendix 1

## **Progression and Continuity**

The school uses a variety of teaching and learning styles in history lessons. Our principal aim is to develop the children's knowledge, vocabulary, skills and understanding in History. We use a variety of teaching and learning styles in our History lessons. We believe in whole-class teaching methods and combine these with enquiry-based research activities. We encourage children to handle artefacts and to ask as well as answer historical questions. We offer them the opportunity to use a variety of data, such as maps, statistics, graphs, pictures, aerial photographs, historical footage and we enable them to use IT in History lessons where this serves to enhance their learning.

Children take part in roleplay and discussions, and they present reports to the rest of the class. They engage in a wide variety of problem-solving activities. We recognise the fact that we have children of differing ability in all our classes, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of

the child. We achieve this through a range of strategies which are differentiated by task, expected outcome and/or support from peers or adults.

## **History curriculum planning**

At Farndon Primary School history is taught through a topic approach alongside Design & Technology, Geography and Art. Our Curriculum is carefully planned over a two year cycle to engage and excite all our learners.

Our long-term and medium-term plans map out the themes covered each term for each key stage. These plans are called “*Milestone Knowledge Organisers*” and they define what we will teach and ensure an appropriate balance and distribution of work across each term. They also make clear the “sticky facts” which we want the children to retain in their long term memory. We also include key historical language that the children need to know and learn.

## **Progress and Achievement**

Children are monitored on a regular basis to check progress. We encourage all pupils to take responsibility for their own and their peers learning. A range of Assessment for Learning strategies are used, for example peer marking – the children regularly peer mark and are encouraged to comment on each others work using vocabulary related to the skill taught. We also use fluent in five questioning that relates to the key vocab and sticky facts. Through these, both children and adults are able to recognise the progress being made.

## **Assessment and Recording**

At Farndon School assessment is an integral part of the teaching process. Assessment is used to inform planning and to facilitate differentiation. The assessment of children’s work is on-going to ensure that understanding is being achieved and that progress is being made. Feedback is given to the children as soon as possible – mainly as verbal feedback, and marking work will be guided by the school’s Marking Policy.

## **Monitoring**

Monitoring takes place regularly through sampling children’s work, and teacher planning, through a book scrutiny, pupil voice and lesson observations.

## **Inclusion**

All children will be supported through differentiation, adaptation or adult support, to enable equal access to learning in History.

## **Roles and Responsibilities**

The subject is led by Laura Kent (EYFS). Each year time is set aside to review standards and monitor curriculum provision and ensure training and resources are up to date.

## Health and Safety

Visits are part of the History Curriculum helping to develop historical enquiry and skills. Children learn best when the learning environment is ordered and they feel safe, any visit should be well organised and provide a stimulating and valuable experience. The pupils should prepare well for the visit and, on their return, use the experience to good effect in the classroom. The class teacher, or leader, should plan the visit meticulously, with the pupils' safety and welfare paramount. Please see the Policy for Educational Visits for detailed information.

## Resources

We have a wide range of text books, such as atlases and interactive boards to access the internet as a class and there is a wide range of historic material in the school library. People with an interest, or expertise, in a particular topic or area of history could be invited into school to work with the children. These might be parents, grandparents, other family members, neighbours or representatives of the local community.

## Role of History Leader:

- To be enthusiastic about History and demonstrate good practices.
- To work alongside colleagues in planning where needed (progress and activities).
- To work alongside teachers in the classroom (this will depend on release time and other available help).
- To coordinate and arrange staff in-service training as required.
- To audit resources, identify needs and order equipment in school after consultation with colleagues.
- To “sample” the work of children across the age range (curriculum monitoring).
- To review and evaluate the effectiveness of teaching and learning of History.
- To provide guidance on the implementation of the History policy.
- To suggest appropriate assessment activities where needed.
- To provide support to those colleagues who request/require it, including help with planning and organisation.
- To monitor the planning and delivery of lessons.

## Role of the Head Teacher:

- To lead, manage and monitor the implementation of the scheme of learning.
- With the History leader and responsible governor, keep the governing body informed about the progress of the subject and the scheme of work.
- Ensure that History remains a high profile subject in the school's development work.

Last Updated: February 2024

Review date: February 2026

Signed:

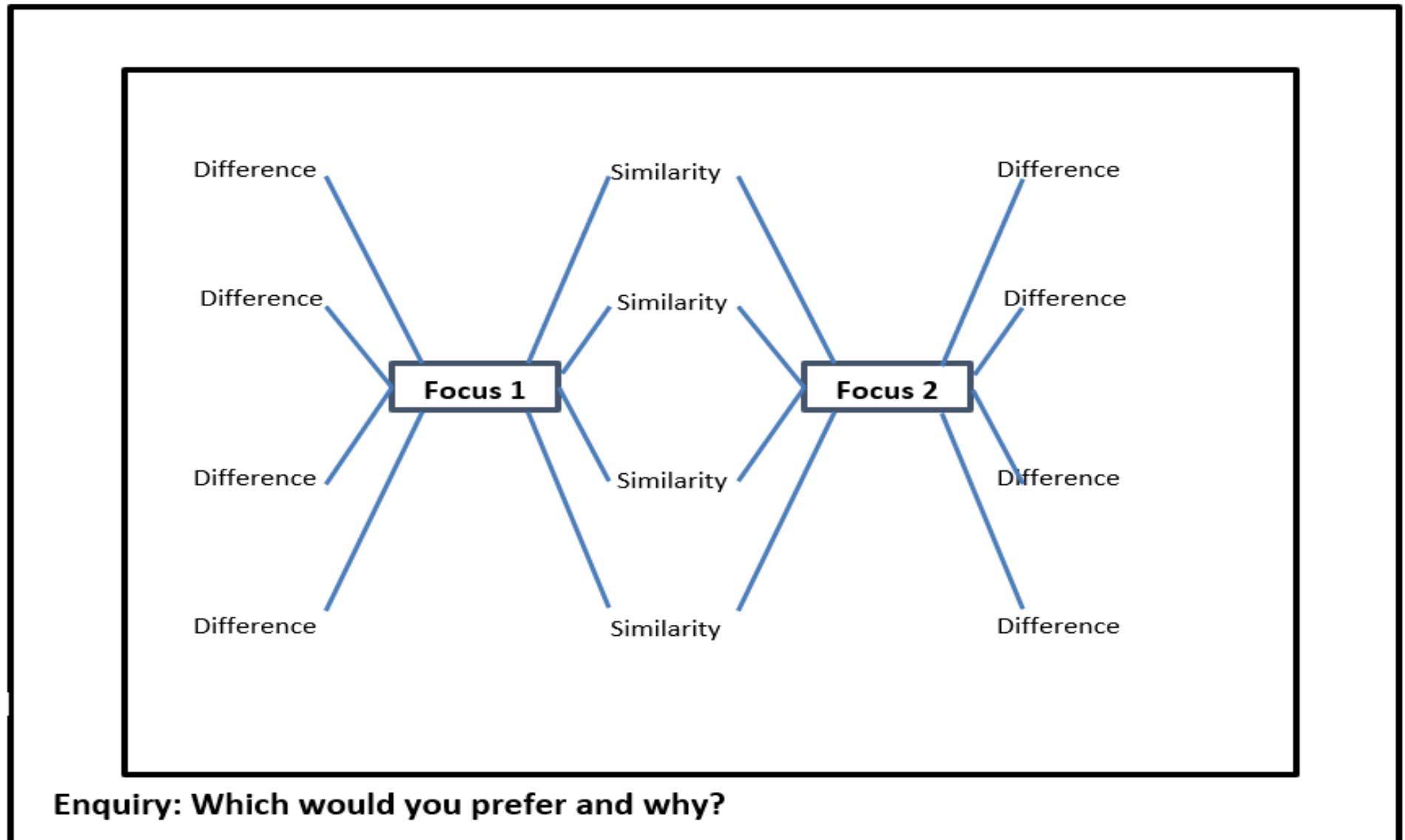


## History National Curriculum Substantive Concepts

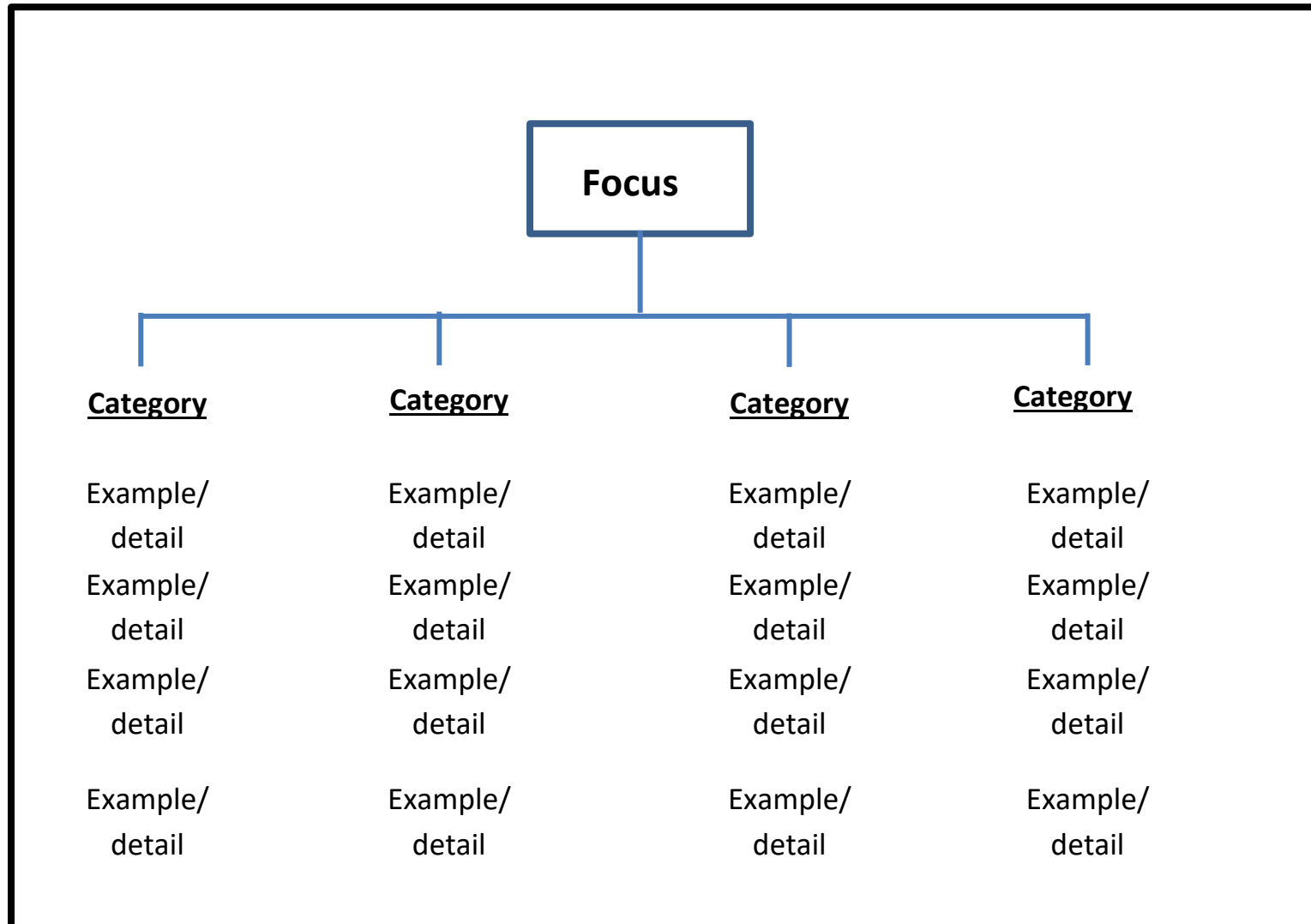
Legacy		Exploration	Invasion and Settlement	Technological Development	Monarchy	Societal / Cultural Change	Empire
Milestone 1	Farndon in Victorian Times	Significant Individuals – Armstrong / Peake  Significant Individuals – Shackleton / Scott		Significant Individuals – Armstrong / Peake  Fire of London		Victorian Holiday  Farndon in Victorian Times	
Milestone 2	The Roman Empire  The Ancient Greeks  How has Farndon village changed		The Roman Empire  The Anglo Saxons	Stone Age to Iron Age  The Roman Empire	Castles, Crime and Punishment  The Anglo Saxons	The Roman Empire  The Anglo Saxons  Castles, Crime and Punishment  How has Farndon village changed	The Roman Empire  The Ancient Greeks

Milestone 3	The Ancient Mayans		The Ancient Mayans  Struggle between Saxons and Vikings	Ancient Egypt The Ship of Dreams Child in Our Time	Struggle between Saxons and Vikings	Struggle between Saxons and Vikings  The Ship of Dreams and migration of people.	The Ancient Mayans

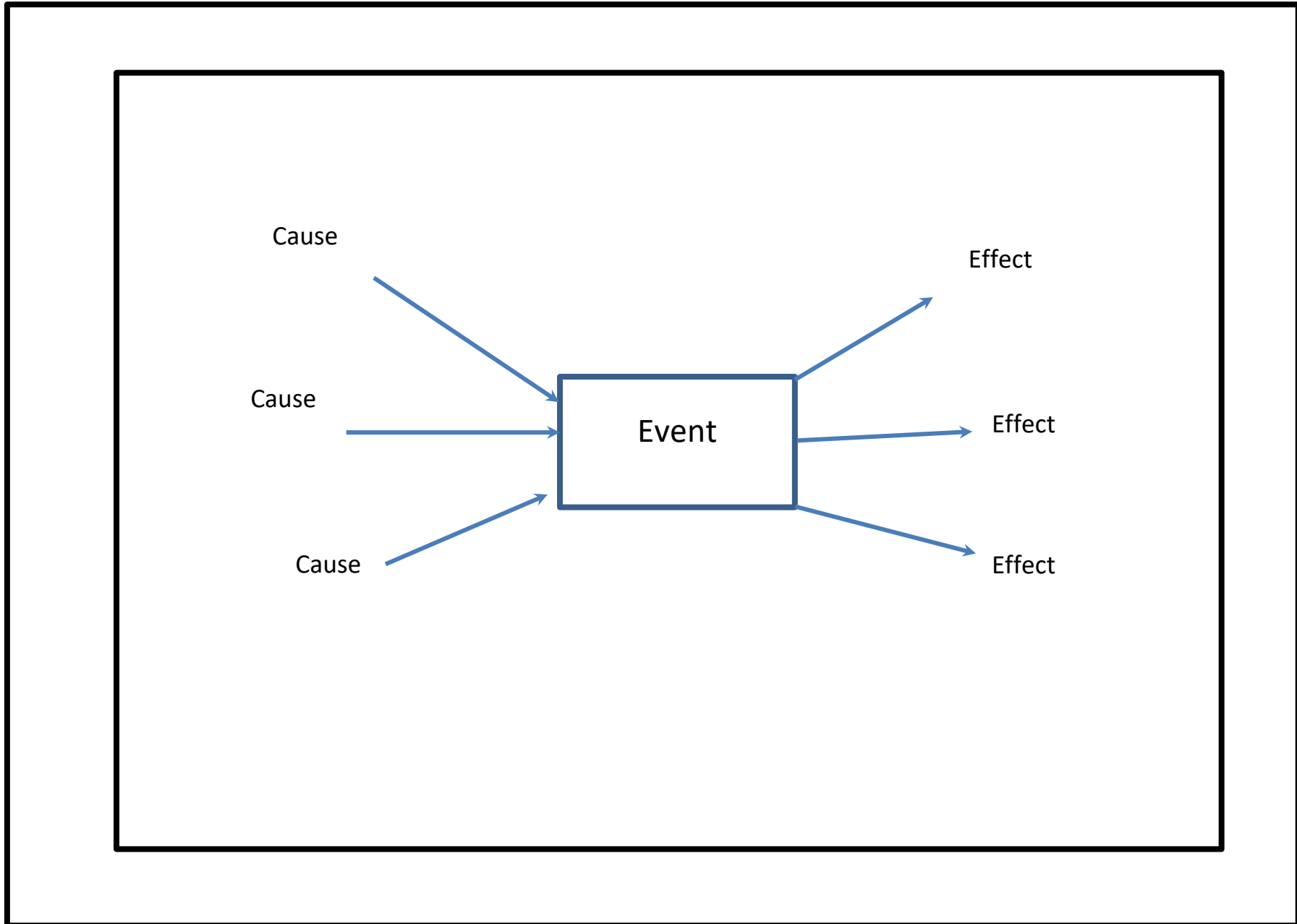
## Appendix 2: Historical Enquiry Scaffolding Frames



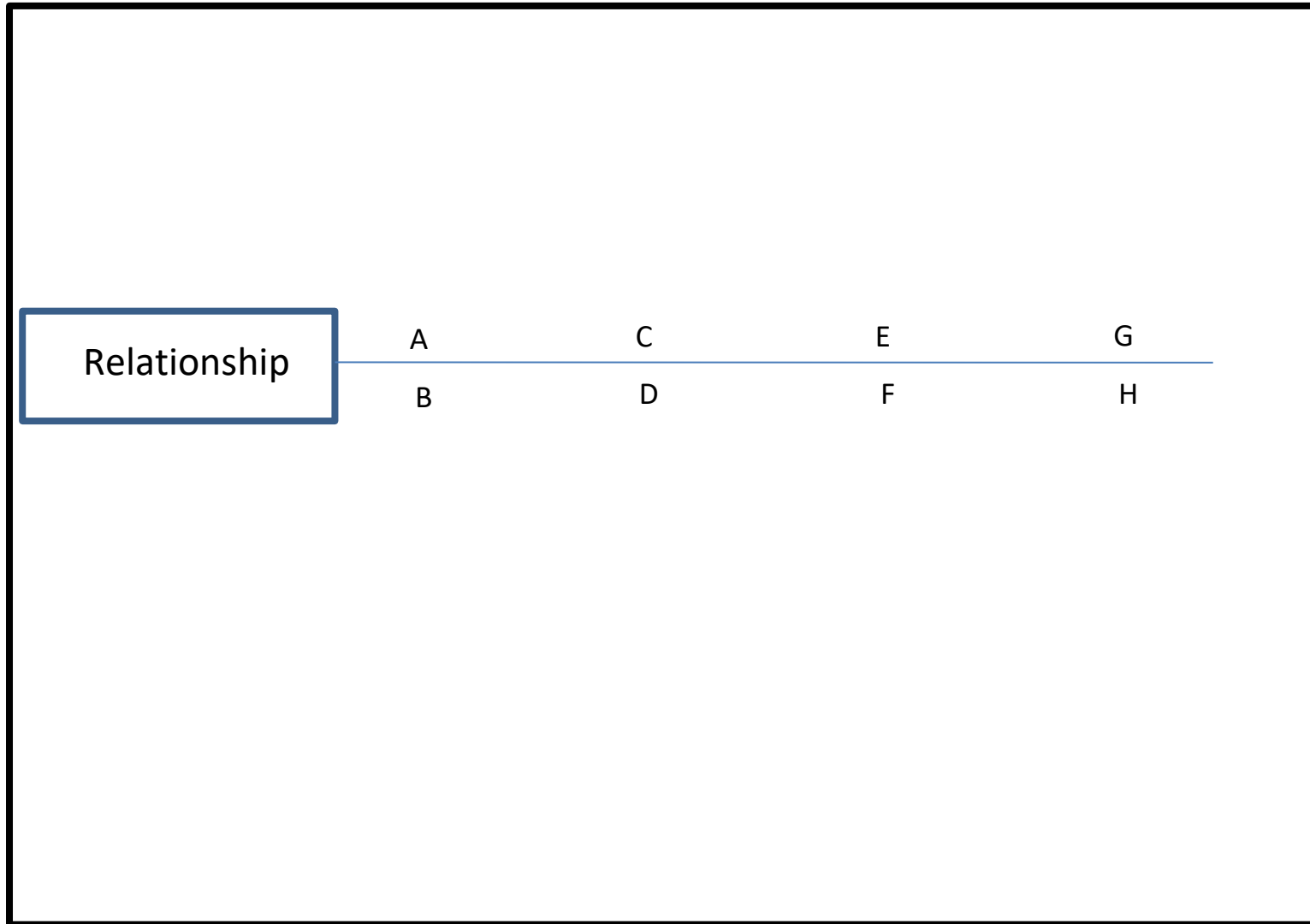
## Historical Enquiry: CATEGORISING



# Historical Explanations: CAUSE AND EFFECT



## Historical Enquiry: MAKING CONNECTIONS WITHIN TIMES STUDIED



# Historical Enquiry: INTERPRETING HISTORICAL SOURCES

## 5W's and How

What?

Where?

Why?

When?

How?

Who?

# Historical Enquiry: HISTORICAL SIGNIFICANCE

**Remembered:**

**Revealing:**

**Remarkable:**

**Historical  
Event**

**Resemble**


**Resulted**



## Historical Enquiry: HISTORICAL INTERPRETATIONS

# Tug-Of-War


- ❑ Identify and frame the 2 opposing sides
- ❑ Generate as many **tugs** (reasons) that **pull you towards**
- ❑ Determine the strength of each tug - placing the strongest reasons at the farthest ends
- ❑ Capture any *'What if...'* questions that arise and place them above the tug-of-war rope.



**purpose** This routine helps learners understand the complex forces that 'tug' at either side of a fairness dilemma. It encourages learners to reason carefully about the 'pull' of various factors.

**Digging Deeper into Ideas**

# Hot Spots



Is this idea clearly true, false or somewhere between the two?

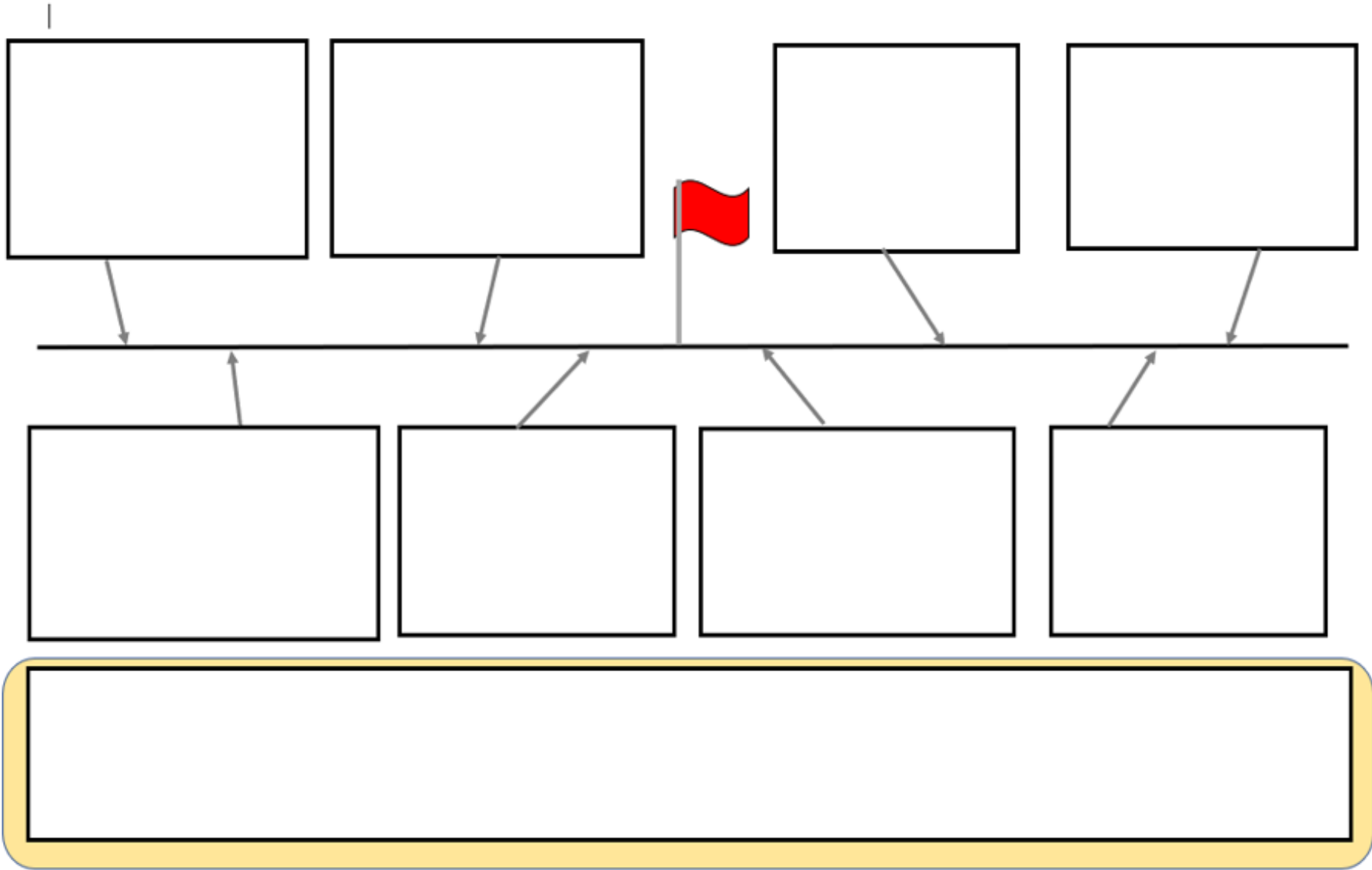
What makes it so uncertain? (or almost certainly true or false)

How important is it? What makes it important?

**purpose** This routine assists students in 'spotting' thinking opportunities in situations that need more attention and where additional thought would be worthwhile.

**Introducing & Exploring Ideas**

Historical Enquiry: HISTORICAL INTERPRETATIONS





## History Teaching and Learning Pedagogy



**The Four Cornerstones of Learning**

# FARNDON'S CORNERSTONES TO LEARNING

## Setting the right culture: Habits and Routines




<i>Environment</i>	<i>Adults</i>	<i>Behaviour and Attitude</i>
<ul style="list-style-type: none"> <li>Working walls reflect current learning in Maths and Literacy</li> <li>Celebrate Mistakes visually.</li> <li>Sticky Facts being learnt that term.</li> <li>Share with the pupils what a good one looks like (WAGOLL).</li> <li>Celebrate pupils' work from different areas of the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>Welcome at the class door.</li> <li>Always be the adult and combine assertiveness with warmth.</li> <li>Model calm, controlled and caring behaviour.</li> <li>Be consistent with consequences, maintaining certainty over severity.</li> <li>At the point marking with verbal feedback (record VF).</li> <li>Feed forward using whole class feedback book.</li> </ul>	<ul style="list-style-type: none"> <li>Reinforce 3 step processes: re-direct, challenge and correct.</li> <li>Constantly positively reinforce good behaviour and attitudes.</li> <li>Respond consistently to reward, set expectation and sanction.</li> <li>Promote good learning attitudes: <b>work hard; push themselves; don't give up; concentrate.</b></li> </ul>

<b>Think</b> <i>Fluency / Recall</i>	<b>1</b>	Begin each theme <b>retrieving</b> from memory what they already know. At the start of each session, revisit previous substantive knowledge and concepts taught through a quick quiz. Read Knowledge Organiser for pre-learning.
	<b>2</b>	Start each session with a shared <b>purpose</b> . What new knowledge will they learn? Give pupils the knowledge needed for the task. New knowledge broken down step by step to avoid cognitive overload.
<b>Learn</b> <i>Understanding</i>	<b>3</b>	Teacher models. Use principle <b>I do...We do... You do....</b> . Show the skills and a <b>WAGOLL</b> . Use worked examples. Teacher models "how to think" like and Historian by thinking aloud their own thought processes ( <b>meta-cognitive modelling</b> ) and show how to plan, monitor and review thinking. This will help pupils to imagine and aspire to high standards in their own learning.
	<b>4</b>	Check for pupil understanding. Use techniques to involve all pupils such as <b>cold calling</b> and <b>think; pair; share</b> . Ask deeper questions using Q matrix and Bloom's matrix for enquiry type questioning. Encourage better responses – <b>"Say it again but better."</b>
	<b>5</b>	Provide <b>scaffolds</b> to either support pupils in their learning so that it is accessible, or to help them to effectively plan and organise it. See Historical thinking frames below. <b>Feedback</b> should be understood, accepted and actionable. Verbal feedback should highlight success and specific areas to improve. Whole class feedback used to feed forward in the next lesson.

<p><b>Explore</b> <i>Quality of Performance</i></p>	<p><b>6</b></p>	<p>Before independence, use <b>guided practice</b> and check pupils have a certain level of confidence. Gradually remove any scaffolds. Embed knowledge through <b>independent practice</b>. Once new knowledge is embedded, look to <b>apply</b> in their own Historical enquiry: Compare/Contrast; Change/Continuity; Cause and Effect; Significance; Interpret Sources; Interpretations.</p>
<p><b>Evaluate</b> <i>Recall</i></p>	<p><b>7</b></p>	<p>Pupils encouraged to <b>review</b> their work. End each session with a review of the knowledge learnt that session using quizzing, elaborate interrogation or peer to peer assessment. At the end of each theme / unit, re-read, recall and check with knowledge organisers and complete fluent in five assessments which include substantive knowledge and disciplinary knowledge.</p>

## Appendix 4: Intent Curriculum Overview

<b>Milestone 1 History</b>		
<b>Superheroes</b>	<b>It Began in Africa</b>	<b>Ahoy there</b>
<b>Lives of significant Individuals</b> Tim Peake / Neil Armstrong Florence Nightingale / Mary Seacole	<b>No History this term</b>	<b>Changes beyond living memory</b> Victorian Holidays
<b>Pole to Pole</b>	<b>Fire Fire</b>	<b>Once Upon a Time...</b>
<b>Lives of significant Individuals</b> Famous Explorers	<b>Changes Beyond living memory</b> Great fire of London	<b>Changes in living memory</b> Local history how village changed Victorian Houses/Toys
<b>Milestone 2 History</b>		
<b>All Started in a Cave</b>	<b>Great Adventures</b>	<b>They Came, They Saw they conquered!</b>
<b>Stone Age to Iron Age</b> Neolithic hunter-gatherers Bronze Age Iron Age	<b>No History this term</b>	<b>The Roman Invasion and Impact on UK</b> Invasion and conquest Roman Army British resistance Romanisation in UK
<b>Dungeons and Dragons</b>	<b>Street Through Time</b>	<b>It's All Greek to Me</b>
<b>Study Beyond 1066</b> Castles through the ages Crime and Punishment	<b>Anglo-Saxons / Local Area</b> Anglo Saxon settlement Art and Culture Christian conversion How has Local Area changed?	<b>Ancient Greece</b> Study if Greek life and achievements Influence on the world
<b>Milestone 3 History</b>		
<b>Endangered</b>	<b>Child of our Time</b>	<b>The Ship of Dreams</b>
<b>Ancient Mayans</b> Non-European study to contrast to UK	<b>Study Beyond 1066</b> History of child in Farndon Victorian schooling Evacuees in war	<b>Study Beyond 1066</b> Social Class System Sources of Information
<b>Walk Like an Egyptian</b>	<b>Out of this World</b>	<b>Traders and Raiders</b>
<b>Ancient Egyptians</b> Depth study of a non-European ancient civilisation	<b>No History this term</b>	<b>Viking and Anglo Saxons</b> Viking Raids Alfred the Great Danegeld

<b>Milestone 1 Knowledge Mat</b>	 Milestone 1
<b>Milestone 2 Knowledge Mat</b>	 Milestone 2
<b>Milestone 3 Knowledge Mat</b>	 Milestone 3

## Appendix 5: Historical Enquiry Labels

What can I tell you about my family?



How are my toys different from 100 years ago?



What is different about space travel then and now?



Why do we remember Neil Armstrong?



Who was to blame for the Great Fire of London?



Why do we remember the Fire of London?



What was it like living in our village then and now?



Would you rather be a Stone Age man or an Iron Age man?



Can we thank Ancient Greece for anything in our lives today?



Why do we remember the Polar expedition by Scott?



How are my holidays different from 100 years ago?



How are the houses in my village different from 100 years ago?



Why were the Romans so effective in their invasion of Britain?



Was life better in Anglo Saxon Britain or Roman?



Was Crime and Punishment the most brutal in Tudor times?



Ruthless killers or peaceful settlers? You decide.



How did WWII affect different people in society?



Should the Ancient Egyptians be proud of their pyramids?



Why do we remember the Titanic?



Who was to blame for the sinking of the Titanic?



Savages or civilised? What were the Mayans really like and how do you know?



Why did the Vikings invade Britain?



What caused the end of the Mayan civilisation?



Savages or civilised? What were the Mayans really like and how do you know?



Children working in factories – was it as bad as they say?



What were the most important changes to take place during Victorians?



Can you explain how the lives of children were changed during this time?







