



History

Curriculum Policy

Written: Autumn 2025

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Fly high; flourish and fulfil

School Mission Statement

At Peters Hill we are passionate about the whole child. We want all children to leave school with skills and attributes that prepare them for the next stage in their education and allow them to embrace life's opportunities to the full. Our aim is for every child to fly high, flourish and fulfil the limitless potential they have. We want children to understand and demonstrate the importance of ambition, belief, compassion, pride and respect. We want children to become successful, confident, motivated, responsible and spiritual individuals.

Introduction

At Peters Hill 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.

History is about real people who lived, and real events which happened in the past. History is concerned with sequence, time and chronology and is the study of evidence about the past; it gives us a sense of identity, set within our social, political, cultural and economic relationships. History fires the children's curiosity about the past in Britain and the wider world and plays an essential part in preparing us for living and working in the contemporary world. Pupils consider how the past influences the present, what past societies were like, how these societies organised their politics, and what beliefs and cultures influenced people's actions. As they do this, children develop a chronological framework for their knowledge of significant events and people. They see the diversity of human experience and understand more about themselves as individuals and members of society. What they learn can influence their decisions about personal choices, attitudes and values. In history, children find evidence, weigh it up and reach their own conclusions. To do this they need to be able to research, sift through evidence, and argue for their point of view – skills that are prized in adult life.

National Curriculum

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- 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,



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frame historically valid questions and create their own structured accounts, including written narratives and analyses

- understand 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
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Intent

At Peters Hill Primary School, our history curriculum strives towards the following aims:

- To enlighten children about the past. History is about real people who lived, and real events which happened in the past.
- To understand sequence, time and chronology and is the study of evidence about the past; it gives us a sense of identity, set within our social, political, cultural and economic relationships.
- To develop an awareness and curiosity about the past in Britain and the wider world and how this plays an essential part in preparing us for living and working in the contemporary world.
- To understand how the past influences the present, what past societies were like, how these societies organised their politics, and what beliefs and cultures influenced people's actions.
- To develop a chronological framework for their knowledge of significant events and people.
- To recognise the diversity of human experience and understand more about themselves as individuals and members of society. What they learn can influence their decisions about personal choices, attitudes and values.

Curriculum

Early Years Foundation Stage

History is taught in Nursery and Reception as an integral part of the topic work through child-initiated and adult led activities. The children are given the opportunity to find out about past and present events in their own lives, and those of their families and other people they know. In the Foundation stage, history makes a significant contribution to developing a child's understanding of the world through activities such as talking about family member's customs or routines or what they like or dislike.

ELG: Past and Present (Understanding of the world)

Children at the expected level of development will:

- Talk about the lives of the people around them and their roles in society.



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- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

Key Stage 1

During Key Stage 1, pupils learn about people's lives and lifestyles. They find out about significant people and events from the recent and more distant past in Britain and the wider world. They listen and respond to stories and use sources of information to help them ask and answer questions. They learn how the past is different from the present. They use a range of historical sources to uncover this information.

Pupils are taught about:

- changes within their own living memory. Where appropriate, these are used to reveal aspects of change in national life
- significant events beyond living memory: for example, the Great Fire of London and the first aeroplane flight
- the lives of significant individuals in the past who have contributed to national and international achievements. These include Florence Nightingale, Mary Seacole, Mary Anning, Thomas Webb, Captain Falcon Scott. Where suitable, the lives of these individuals are compared
- significant historical events, people and places in their own locality, such as The Industrial Revolution

Key stage 2

During Key Stage 2 pupils learn about significant people, events and places from both recent and more distant past. They learn about change and continuity in their own area, in Britain and in other parts of the world. They look at history in a variety of ways, for example from political, economic, technological and scientific, social, religious, cultural or aesthetic perspectives. They use different sources of information to help them investigate the past both in depth and in overview, using dates and historical vocabulary to describe events, people and developments. They also learn that the past can be represented and interpreted in different ways.

Pupils are taught about:

- Prehistoric Britain: changes which occurred from the Stone Age to the Iron Age
- The Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots



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- The Viking and Anglo-Saxon struggle for the Kingdom of England
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (the role and success of monarchy).
- The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared (Ancient Egypt)
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- A non-European society that provides contrasts with British history (The Aztecs)
- World War 2 and the events which lead up to and followed it
- How industry and the lives of people in the Black Country have changed and adapted over time

Approaches to teaching and learning

The school uses a variety of teaching and learning styles in history lessons. Our principal aim is to develop the children's knowledge, skills and understanding in history and 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 believe children learn best when:

- They have access to, and are able to handle some artefacts
- They go on visits to museums and places of interest
- They have access to secondary sources such as books and photographs
- Visitors talk about personal experiences of the past
- They listen to and interact with stories from the past
- They undertake fieldwork by interviewing family and older friends about changes in their own and other people's lives
- They use drama and dance to act out historical events
- They are shown, or use independently, resources from the internet and videos
- They can use non-fiction books for research
- They are provided with opportunities to work independently or collaboratively, to ask as well as answer historical questions.

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.



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Curriculum Planning

At Peters Hill Primary School history is taught through a topic approach alongside other foundation subjects. Our curriculum is carefully planned cycle to engage and excite all our learners. Our medium-term plans map out the skills and themes covered each term for each key stage. These plans define what we will teach and ensure an appropriate balance and distribution of work across each term.

Our school has devised a program of study to ensure history builds on key skills and is underpinned by the national curriculum age related expectations. There are 4 main pathways that thread through our long term, medium term and short-term plans. The history plans for each year group can be viewed on the school website.

Links to other Subjects

Use of I.C.T

ICT provides children with access to a wide range of historical source material, including documents, images, audio, and video, which might otherwise be inaccessible due to geographical distance or physical condition. Children will be taught to evaluate the information as a reliable source of evidence when learning about the past.

Literacy

History contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Texts are regularly used in classrooms as historical evidence. Literary works, like historical documents, offer a window into the past, providing insights into the ideas, values, and daily lives of people from different time periods. Children also develop oracy skills through discussions and debates, presenting their findings in a range of written tasks.

Geography

Cross curricular links are made regularly between the historical and geographical topics that are taught across the school to enable children to understand how events and places have affected each other over time. Children participate in map work to explore the migration, invasion and settlement patterns of different historical groups. Maps are integrated into history lessons to explore and visualise what areas across the globe used to look like in the past and how they have changed over time due to the movement of people. Similarly, history is integrated into geography lessons to build connections between space and time. In addition, understanding geographical processes provides explanations as to why historical groups migrated or invaded other areas.

DT

At Peters Hill we provide opportunities for children to design and make products inspired by historical periods and by using historical contexts to make design and technology lessons more meaningful. This is



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achieved through project-based learning where children research and study historical designs, tools, and inventions, and then apply this knowledge to create their own products.

Mathematics

Maths and history are closely linked in our curriculum through the development of key skills such as chronology, sequencing and the interpretation of data. Maths supports historical understanding by helping pupils measure and compare time, analyse timelines and interpret numerical information such as dates, population figures and statistics from different periods. Teaching children about historical calendars, money systems, architecture and engineering also provides cross curricular links to maths.

Personal, Social and Emotional Development

Through studying people and events from the past, pupils learn about different communities, values and challenges, encouraging empathy and respect for diverse experiences. Exploring historical figures who showed courage, resilience or leadership, helps children reflect on their own choices and feelings. By comparing past and present lives, pupils develop a sense of identity, fairness and belonging, which supports their emotional wellbeing and helps them build positive relationships in their communities today.

Art

Art from the past holds clues to life in the past. By looking at a work of art's symbolism, colours, and materials, we can learn about the culture that produced it. Children also explore art depicting political and historical events.

Science

In both our history and science curriculum we encourage children to explore how people's understanding of the world has changed over time. In history children learn about significant individuals such as Issac Newton and Florence Nightingale, whose discoveries and inventions shaped the modern world.

Differentiation

At Peters Hill, 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:

- Setting common tasks that are open-ended and can have a variety of responses.
- Setting tasks of increasing difficulty where not all children complete all tasks.
- Providing a range of challenges with different resources.
- Using additional adults to support the work of individual children or small groups.



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Provision for SEND

Assessment against the National Curriculum allows us to consider each child's attainment and progress against age related expectations. When progress falls significantly outside the expected range, the child may have SEN. We look at a range of factors, including, modifying when appropriate the objective, task and resources in lessons. We may consider providing adult or peer support where appropriate or opportunities to work in groups to develop confidence and historical skills further. There may also be a need to provide additional resources or alternative teaching strategies; particularly if a child's literacy skills are significantly delayed.

Resources and facilities

We have a wide range of artefacts, textbooks and interactive boards to access the internet as a class. Visits are planned to enhance learning and give hands on activities. People with an interest, or expertise, in a 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.

Assessment

At Peters Hill Primary School, assessment is carried out in accordance with our assessment policy. On-going teacher assessment ensures that skills are developed, and progress has been made in history. Assessment for learning is used throughout lessons to facilitate differentiation, as well as to inform future planning. The assessment of children's work is ongoing to ensure that understanding is being achieved and that progress is being made. Feedback is given to the children as soon as possible and marking work will be guided by the school's Marking Policy. An end of term quiz is also used effectively throughout the school to validate the historical knowledge of each child. These are used alongside teacher assessment at the end of each topic, where class teachers take into account both the development of knowledge and skills.

Monitoring and Evaluation

Monitoring the planning and assessments of the history curriculum is the collaborative responsibility of The Senior Leadership Team, The Whole School Curriculum Lead, The Subject Advocate and Year Group Leaders. They will be involved in evaluating medium term plans and taking note of annotations, amendments and suggestions made by class teachers. They ensure that the curriculum has been covered and that there are no gaps. Book trawls, data analysis, learning walks and lesson observations are carried out across the school to monitor the delivery of the history curriculum. The coordinators take responsibility for addressing any needs or concerns that arise because of this monitoring.



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Roles and Responsibilities

Whole School Curriculum Lead

The whole school curriculum lead is responsible for the overall coherence and integration of the curriculum across all subjects within the school. They develop and implement curriculum strategies in alignment with the school's vision, policies and educational standards. This role involves working closely with the subject advocate to ensure that each subject is effectively contributing the overarching educational goals. By facilitating collaboration and maintaining a comprehensive approach, the Whole School Curriculum Lead ensures that pupils receive a well-rounded and cohesive learning experience. The Curriculum Lead holds and develops the subject intent and implementation planning.

Subject Advocate

A Subject Advocate is an enthusiastic supporter of a particular subject within the school, focusing on fostering a love for learning and engagement among both staff and pupils. They act as a champion for their subject, inspiring innovative teaching methods and encouraging collaboration between teachers. Their role is pivotal in creating a positive atmosphere, where curiosity and exploration are nurtured, ultimately helping to improve pupil outcomes and making the subject more enjoyable for everyone involved. They focus on innovation and creativity in the subject and contribute significantly to the intent of the subject.

We aim to foster:

- Project Based Learning- Implement an integrated curriculum approach that connects History's knowledge and skills pathways to other subjects, fostering interdisciplinary learning.
- Real Life Contexts - Connect the History curriculum to relevant real-life experiences and the local community to engage pupils more deeply.
- Feedback Mechanisms - Establish regular and purposeful mechanisms with children, staff and parents, to refine and enhance the History curriculum effectiveness.
- Innovative Teaching and Learning- Inspire staff to use innovative and creative teaching methods when delivering the History curriculum.
- Collaborative Environments - Foster collaborative planning approaches for staff to share their strengths and innovative strategies that enhance creativity in lesson design and boosts pupil engagement.
- CPD for Subject Advocates - Ensure subject advocates have the skills and knowledge to champion the development of the subject to include innovation and creativity through research informed decisions.



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Parental involvement

As with all other areas of children's learning, we need the support of parents and carers to help us to maximise the development of each child's potential. This would include helping the child with any research or homework which may be set. Parents may also be invited to send in sources of evidence such as photos, articles, artefacts or be invited to come in to talk about their own experiences related to our history curriculum.

Equality Statement

At Peters Hill Primary School, our curriculum for history will develop enjoyment of and commitment to stimulating the best possible progress and the highest attainment for all our pupils irrespective of social background, culture, race, gender, differences in ability and disabilities. All of our pupils have a secured entitlement to participate in the history curriculum, and our teaching approaches ensure the avoidance of stereotyping when planning work or organising groups. All the teaching staff agree that when using reference materials, they should reflect social and cultural diversity and provide positive images of race, gender and disability. This is in line with the Equality Act 2010 and the school's equality objectives.

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