



## History Policy

### Philosophy

Swallowfield believes that the study of history helps pupils to understand the world around them by exploring the events, people and cultures that have shaped our society. It enables pupils to make sense of the past and to recognise how historical developments influence the present and future. Through local, national, and global study, history provides insight into our own place in time. We believe that enquiry is at the heart of historical learning, encouraging pupils to ask questions, investigate evidence, and develop a deeper understanding of how and why the world has changed.

### Intent

Our History scheme of work aims to inspire pupils to be curious, creative thinkers with a secure understanding of local, national and global history. Pupils are encouraged to ask questions, think critically and analyse evidence as they learn about significant events, individuals and changes over time. The curriculum supports children in appreciating the complexity of people's lives, the diversity of societies and relationships between groups, helping them to develop empathy and learn from past mistakes. It also builds pupils' understanding of chronology, enabling them to make connections across different historical periods.

The scheme introduces pupils to key historical concepts such as power, invasion, settlement, migration, empire, civilisation, religion, trade, human achievement, society and culture. It supports pupils in understanding how historians study the past and construct accounts, while developing their own enquiry skills. Our History curriculum meets the end of key stage expectations in the National Curriculum.

### Implementation

Our Primary History scheme emphasises the importance of historical knowledge being shaped by disciplinary approaches. These strands run through all our units to create engaging learning experiences that help children investigate history as historians do. Each six-lesson unit focuses on chronology so pupils can understand when events happened and make comparisons across different periods. This supports the development of a strong mental timeline throughout Key Stage 1 and 2. Units are organised around enquiry questions, and children follow an enquiry cycle that encourages them to question, investigate, interpret, evaluate and communicate their findings.

As pupils move through the scheme, they develop key disciplinary concepts such as change and continuity, cause and consequence, similarities and differences, historical significance, interpretations and sources of evidence. Substantive concepts like power,

trade, invasion and settlement are introduced and revisited to deepen understanding. Lessons are hands-on, varied and accessible, with guidance for support and challenge. Knowledge organisers and strong teacher subject knowledge help build firm foundations. History in Action resources also introduce pupils to real-world roles within heritage and history fields, enriching their understanding of how historical skills are used beyond the classroom.

At the end of each history topic, pupils will complete a double-page spread to showcase and consolidate their learning. This serves as a reflective and creative opportunity for children to demonstrate their understanding through a combination of written work and visual representations, such as drawings and photographs. The double-page spread allows pupils to independently organise and present key knowledge, vocabulary, and concepts in a meaningful way, highlighting their individual progress and areas of interest. Teachers use these spreads as an informal assessment tool to celebrate achievement, identify misconceptions, and inform future planning, ensuring that each child's historical learning journey is clearly evidenced and valued.

## **Impact**

The impact of our History scheme is monitored through ongoing formative and summative assessment opportunities. Pupils develop as enquiring learners who ask thoughtful questions, seek appropriate evidence and think critically about the past, enabling them to enter secondary education with confidence.

Children will develop a secure understanding of Britain's past and how it has been shaped by the wider world. They will gain knowledge of ancient civilisations, empires, non-European societies and significant global achievements. Pupils will build a strong understanding of substantive concepts such as power, invasion, settlement, migration, civilisation, religion, trade and societal development. They will learn to form historical arguments, understand how interpretations are constructed, ask valid enquiry questions, make connections across timescales and meet the national curriculum expectations for History at the end of Key Stage 1 and 2.

## **History**

**Early Years Foundation Stage (EYFS)** – Children's curiosity about their own lives, family history, and the world around them will be explored and developed. Learning includes reflecting on key personal experiences and beginning to understand that everyone has their own history. Children will also engage with stories about people from the past, including significant figures, to develop an awareness of how individual lives connect to broader historical events.

**Key Stage 1** – Pupils begin to develop their knowledge of local history, the history of Great Britain, and significant events from around the world. They will build a bank of historical vocabulary and use it to discuss and describe people, events, and changes over time. Pupils will start to use historical skills, such as exploring sources of evidence and making simple comparisons, to develop their understanding of the past.

**Key Stage 2** – Pupils extend their historical knowledge to study Britain and the wider world in greater depth, including Europe, China, North and South America. They will explore the characteristics of these places in the past, considering human and societal factors, and continue to develop their historical skills, such as analysing evidence,

understanding cause and consequence, and evaluating different interpretations. This progression ensures pupils deepen their knowledge while becoming confident, enquiring historians.

### **Greater depth**

This will be achieved through a variety of means, including:

- Differentiated group tasks.
- Differentiation by outcome.
- Differentiated means of expression
- Extension tasks as appropriate.

### **SEND**

Supported through 1:1 support where appropriate and differentiated tasks and outcomes.

Progression is built into the scheme of work for History, for children to extend their knowledge and skills appropriately throughout each key stage.

### **Responsibilities**

#### **Homework**

All children throughout the school will have opportunities to explore history in their homework. In Key Stage One, teachers will ensure that history appears on the topic web, so that children to complete a range of tasks at home with parents.

#### **Display**

All teachers will actively seek ways of displaying work which is specific to the History subject. They will celebrate children's achievements, and be informative to stimulate children's learning and interest.

#### **Resources**

The subject coordinator will assess resources annually and target the budget allocated appropriately. The pupils will have the opportunity to use oral, written, photographic, visual, aural, posters, textbooks, artefact and buildings evidence to support their knowledge and understanding in the two subjects across the school. Visitors will also be encouraged to support learning, as well as the use of local places of interest.

### **Health and Safety Issues**

These will be addressed by all staff carrying out Humanities related activities, following the schools visits and journeys guidelines for any trips off-site. Parental consent must be obtained prior to these events. School also has a charging policy to be followed in relation to all school trips.

