



# Dream, Believe, Achieve

*"All things are possible." Mark 9:23*

## History Policy

<b>School Address</b>	Bank Road Pilning South Gloucestershire BS35 4JG
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### 1. Our Vision

At St Peter's our vision is something that motivates and inspires us and keeps us focused on where we want to go as a school. It's a vision for everyone in the school: the children, staff, parents and governors. It is underpinned by the Bible verse 'All things are possible.' Mark 9:23.

### 2. History in the National Curriculum

The aim of history teaching at St Peter's Primary School is to stimulate the children's interest and understanding about the life of people who lived in the past. We teach children a sense of chronology, and through this they develop a sense of identity and a cultural understanding based on their historical heritage. Thus, they learn to value their own and other people's cultures in modern multicultural Britain and, by considering how people lived in the past, they are better able to make their own life choices today. We teach children to understand how events in the past have influenced our lives today; we also teach them to investigate these past events and, by so doing, to develop the skills of enquiry, analysis, interpretation and problem-solving.

### 3. Aims of the National Curriculum

Our history curriculum is designed to allow each pupil to:

So that each pupil can:

- confidently investigate primary and secondary sources to provide rich learning opportunities
- know and understand how the British system of democratic government has developed
- know about the lives of significant individuals in the past who have contributed to National and International achievements.
- be provided with a broad and balanced education whatever their ability.
- understand that Britain's rich cultural heritage can be further enriched by the multi-cultural British society of today.
- access to the full range of activities involved in learning history. Where children are to participate in activities outside the classroom, for example, a visit to an archaeological dig,

we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

- make progress in history as we set suitable learning opportunities that respond to each child's different needs.

#### 4. Implementation

History teaching focuses on enabling children to think as historians. We place an emphasis on examining historical artefacts, primary and secondary sources. In each key stage we give children the opportunity to visit sites of historical significance. Where possible, we encourage visitors to come into the school and talk about their experiences of events in the past. We recognise and value the importance of stories in history teaching and we regard this as an important way of stimulating interest in the past. We focus on helping children understand that historical events can be interpreted in different ways and that they should always ask searching questions, such as 'how do we know?', about information they are given. We recognise the fact that in all classes there are children of widely different abilities in history, and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.










We achieve this by:

- setting common tasks which are open-ended and can have a variety of responses.
- setting tasks of increasing difficulty. Not all children complete all tasks.
- adapt teaching to cater for all ability groups.
- providing resources of different complexity depending on the ability of the child.
- using classroom assistants to support children individually or in groups.

#### 5. Planning and Resources

Key knowledge is meticulously planned over a 2 Year Cycle and taught through sequenced lessons. Historical enquiry skills are developed across each topic, and these are recorded on the 'Knowledge Organiser' Document. These are also explicitly outlined on each topic overview, which make links to the National Curriculum. Key vocabulary is also identified, as well as how consideration to the school's context has informed the programme of study. Cross curricular outcomes are also identified prior to teaching and these are evidenced through outcomes of work, as well as being stated explicitly in planning.

The planning of History focuses on 3 key concepts:

Chronology			Culture			Conflict		
Impact 	Main Events 	Technology 	Society 	Religion & Beliefs 	Artefacts 	Settlement 	Location 	Legacy 

History resources are stored centrally in the Humanities Resource Area and are organised into topic themes, which are clearly labelled. The library contains a supply of geography topic books to support children's individual research. Children can also use ICT resources, remotely enabling parents to become involved in their child's learning. Planning is achieved collaboratively with phase class teachers and plans are saved electronically for ease of access.

#### Early Years

History is taught in reception as an integral part of the topic work covered during the year. We relate the geographical 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 Early

Learning Goals objectives of developing a child’s understanding of the world through activities such as finding out about different places and habitats and investigating our locality.

## Key Stage 1

During Key Stage 1, pupils investigate:

- Brunel, Explorations and Mary Seacole (Cycle A)
- Britain from the 1950s, The Great Fire of London and Changes in Technology over Time (Cycle B)

## Lower Key Stage 2

During Lower Key Stage 2, pupils investigate:

- Stone Age to Iron Age, Ancient Rome and Viking and Saxons (Cycle A)
- Ancient Egypt, Roman Invasion and The Tudors (Cycle B)

## Upper Key Stage 2

During Lower Key Stage 2, pupils investigate:

- World War 2, Ancient Greece and Emmeline Pankhurst (Cycle A)
- The Maya and the Aztecs and Bristol and the Slave Trade (Cycle B)

## St Peters History Key Concept Outline

*Dream, Believe, Achieve*  
KSI- History Concept Progression



	Key Concepts	Chronology			Culture			Conflict		
		Impact 	Main Events 	Technology 	Society 	Religion & Beliefs 	Artefacts 	Settlement 	Location 	Legacy 
Cycle B	Britain for the 1950s 	✓	✓	✓	✓	✓				✓
	Great Fire of London 		✓		✓		✓	✓	✓	
	Changes in Technology over Time 	✓		✓	✓					✓
Cycle A	Brunel 	✓	✓	✓	✓					✓
	Exploration 	✓	✓	✓	✓		✓	✓	✓	
	Mary Seacole 	✓	✓	✓	✓				✓	✓



	Key Concepts	Chronology			Culture			Conflict		
		Impact	Main Events	Technology	Society	Religion & Beliefs	Artefacts	Settlement	Location	Legacy
Cycle B	Ancient Egypt	✓	✓		✓	✓	✓	✓	✓	✓
	Roman Invasion	✓	✓		✓	✓	✓	✓	✓	✓
	The Tudors	✓	✓	✓						✓
Cycle A	Stone Age to Iron Age	✓	✓	✓	✓		✓	✓		✓
	Ancient Rome		✓		✓	✓	✓		✓	✓
	Vikings and Saxons		✓		✓	✓		✓	✓	✓



	Key Concepts	Chronology			Culture			Conflict		
		Impact	Main Events	Technology	Society	Religion & Beliefs	Artefacts	Settlement	Location	Legacy
Cycle B	The Maya & The Aztecs	✓	✓		✓	✓	✓	✓	✓	
	Bristol's Slave Trade	✓	✓	✓					✓	✓
Cycle A	World War II	✓	✓	✓				✓	✓	✓
	Ancient Greece		✓		✓	✓	✓	✓	✓	
	Emmeline Pankhurst	✓	✓	✓	✓					✓

## 6. Assessment and recording

We assess children's work in history by making informal judgements as we observe them during each history lesson. On completion of a piece of work, the teacher marks the work and comments as necessary. At the end of a unit of work, the teacher makes a summary judgement about the

work of each pupil in relation to National expectation and records the children's achievements on our history assessment document.

### **7. Monitoring and review**

Monitoring of the standards of children's work and of the quality of teaching in history is the responsibility of the history subject leader and senior leadership team of the school. The work of the history subject leader also involves supporting colleagues in the teaching of history, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The history subject leader has specially allocated time in which to fulfil this role by reviewing samples of children's work and visiting classes to observe teaching in the subject during staff meeting time. Senior leaders will also monitor and review history teaching and learning across the school.

### **8. Impact**

Through the teaching of the History curriculum, pupils at St Peter's Anglican Methodist Primary School are enabled to:

- know and understand history as a chronological narrative, from the earliest times.
- understand how people's lives were shaped and how Britain and the local area was influenced by the wider world
- understand historical concepts such as 'chronology', 'culture' and 'conflict'.
- understand how life changed through different periods of time and how new technologies affected everyday life.
- make connections, draw contrasts, analyse trends,
- frame historically valid questions to lead their own learning
- create their own structured accounts, including written narratives and analyses understand the methods of historical enquiry

## **Policy Agreed:**

At a meeting of the Quality of Education committee held on 19 June 2025.

Next Review: May 2028

This policy should be read in conjunction with The Equalities Act 2010  
<https://www.gov.uk/guidance/equality-act-2010-guidance>