



Whittingham C of E Primary School Policy for History Summer Term 2025.

This policy was written and ratified during Summer Term 2025 and will be reviewed in line with our policy cycle review.

This policy, and its associated procedures and protocols, is based on these key principles.

Version:	
Current date approved:	
Approved by:	Governing body
Date of next review:	
Policy owner:	
Statutory requirement:	Yes
Linked to:	

Document history:		
Version:	Date of review:	Summary of key changes:

Whittingham School Vision:

As a school, we take inspiration from the story of the Good Samaritan (Luke 10:25-37). In this story, the Samaritan was kind by going the extra mile so that all the injured man's needs were met. He was collaborative to make sure the man received the best care from him and others. Finally, he was courageous in helping someone who was different to him. These three values are at the heart of the community we seek to be at Whittingham School. Through our daily worship, we acknowledge the presence of God in our lives. Through our learning environment, we provide space for everyone to flourish. Through our broad and balanced curriculum, we aspire for each child to be the very best they can be.

At Whittingham, we are:

Kind



Caring for everyone's safety, happiness and well-being by treating others how we'd like to be treated ourselves.

Collaborative



Providing opportunities for all to be involved in the daily life of school; preparing learners to be active in the wider world and fostering a supportive relationship between school, home and church.

Courageous



Celebrating what makes each of us unique and special; equipping us to make healthy choices in all areas of our life; and empowering us to step out for justice.'

Rationale:

The history curriculum at Whittingham C of E Primary School makes use of resources within the immediate and wider local area enabling children to develop a deep understanding of the history of their locality. It is carefully planned and structured to ensure that current learning is linked to previous learning and that it is in line with the National Curriculum 2014. Topics are informed by the National Curriculum and are sensitive to children's interests, as well as the context of the local area. We have chosen particular topics as they are local and relevant to the children which enables children to acquire an understanding of time, events and people in their parents and grandparents memory. We have chosen events which are beyond living memory which are significant nationally and globally, so the children can build on their knowledge of the *wider world*.

Aims:

Aims of the History curriculum at Whittingham C of E Primary School:

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, 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.

The curriculum at Whittingham C of E Primary aims to ensure that **all pupils:**



Whittingham

- Gain a coherent knowledge and understanding of Britain's past and that of the wider world which helps to stimulate pupils' curiosity to know more about the past.
- Are encouraged to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and make judgements.
- Begin 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.

Intent:

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the *wider world*. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps 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:

At Whittingham C of E Primary School the teaching and learning of History focuses on enabling children to think as historians. Lessons are structured so prior learning is always built upon, revision of facts, key questions and historical understanding are developed. We ensure that revision and introduction of key vocabulary is built into each lesson and to ensure that children have the opportunity to use these within lessons. Children develop verbal skills through discussing historical questions or presenting their findings to the rest of the class.

Teachers are responsible for including all or part of the five key elements of History over the course of the year. The key elements are intended as a guide to planning units of work. It may not be appropriate to include all five key elements within each study unit.

The objectives of History teaching in the school are based on the requirements of the National Curriculum programmes of study for Key Stages 1 and 2. The History curriculum of the school will therefore help children to experience the following key aspects of the programme of study:

In EYFS, Key Stage 1 and 2 children develop the five key elements of History which are:

- Chronological understanding.
- Knowledge and understanding of events, people and changes in the past.
- Historical interpretation.
- Historical enquiry.
- Organisation and communication.

Impact:

We want to develop a love of history, researching historical facts and finding the answers to important key questions. As the children develop their technical vocabulary this will be displayed throughout the school/classroom. It will also form part of topic letters and working walls.

**Skills based learning:**

The focus of our history teaching throughout the school will be on developing the following skills:

- to communicate historically using appropriate vocabulary
- to build an overview of British and world history
- to understand chronology
- to investigate and interpret the past using evidence from a wide range of primary and secondary sources

Children will apply these skills in a range of different context and, over time, develop a more sophisticated and in-depth understanding of each of the four strands.

Assessment and Record Keeping:

Assessment of history at both KS1 and KS2 will be based on teachers' judgments and all recording should be simple and straightforward. Progress will be measured against whether children are working towards the expectations in this subject, working at the expectations for this subject or working at a greater depth than the expectations for this subject for their age. Data is collected termly using our current data collection system which will allow for monitoring of progress within and across year groups.

Cross Curricular Links:

When and where appropriate, opportunities will be encouraged to promote historical learning across the curriculum.

Differentiation – scaffolding:

At Whittingham C of E Primary School we aim to encourage all children to reach their full potential through the provision of varied opportunities. We recognise that our curriculum planning must allow children to gain a progressively deeper understanding and competency as they move through our school.

SEND/Inclusion:

Children who are identified as being on the SEND register will be given support as identified on their Individual Provision Map. A variety of support materials and advice are available from SENDCo, Mrs B Athey. Children are supported in the first instance through quality first teaching. Lessons will be differentiated in line with the individual needs of the children. All provision for pupils with SEND is in line with the school's SEND policy.

Equal Opportunities:

At Whittingham C of E Primary School the 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 staff agree that when using reference materials, they should reflect social and cultural diversity and provide positive images of race, gender and disability.

Monitoring and Evaluation of History:

At Whittingham C of E Primary School the History Coordinator monitors planning and assessments. They ensure that the curriculum has been covered and that there are no gaps. Sample photographs and videos of completed work and displays may be kept digitally by the Coordinator as a portfolio, in order to monitor and support the raising of standards in music within the school. The coordinator takes responsibility for addressing any needs or concerns that arise as a result of this monitoring.

To monitor and evaluate History, the History subject co-ordinator does the following:

- Develops good practice in their classroom.
- Co-ordinates and orders resources and managing the budget.
- Monitors planning and the delivery of the curriculum.
- Works together with colleagues to raise standards.
- Provides stimulus and inspiration.
- Ensures that the policy documents remain useful and current.
- Organises and supports in-service training in line with the SDP.
- Carries out annual history audit and action plan.
- Analyses cross school summative assessment data
- Conducts Topic book scrutiny to help improve practice and identify areas for development

The History coordinators are: Mrs Lynne Fortescue and Miss Emma Lazenby