



Shardlow Primary School

Aspire Achieve Thrive



History Policy

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Version Control

Version	Date	Author	Changes
1.1	June 2025	A Wragg	Formatting changes Adaptations to EYFS aims and objectives Organisation and planning section amended to reflect new changes to the curriculum design Equality - reflects change in academy policy; inclusion of adaptive teaching strategies Appendix - changes to EYFS objectives to reflect Development Matters 2021; inclusion of the new long- term overview of units

1. Introduction (Intent)

“Our mission is for all pupils to achieve their personal best in a nurturing and spirited environment, becoming kind and ambitious members of their local and wider communities.”

History at Shardlow Primary School allows children to become:

- **Confident** – children develop their long-term historical skills and can write and talk confidently about world events and the people involved.
- **Independent** – children can use their skills learnt in history across other curriculum areas.
- **Motivated** – children want to understand and learn more about the world around them, and also their place within it.
- **Open-minded** – children respect and embrace diverse places and people, and understand how previous events have shaped the world they live in today.
- **Responsible and Respectful** – children are respectful of the people they learn about and know how to act responsibly, playing their part in their own history.

At Shardlow Primary School we provide a broad and balanced curriculum for History which fulfils the requirements of the New Curriculum. We build on the natural curiosity children have for the world in which they live and the past they share, by basing lively, stimulating work on active experience and direct enquiry, whenever possible. The local environment, which is rich in history, is used for study when appropriate. History is explored as a cross-curricular topic whenever possible. It is our policy to present a balanced, non-stereotyped, view of history. We endeavour to present more than one viewpoint and encourage children to express their own opinions about events in the past.

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.

History is taught progressively from Reception to Year 6 under the Early Years Foundation Stage and National Curriculum 2014.

We deliver a two-year rolling program based on topic areas carefully chosen by staff and related to the objectives set out by the above documents. Learning has been carefully mapped out in the History Curriculum Map (see Appendix 2).

2. Aims and Objectives

- The main aim of our curriculum is to equip children with a wide, broad set of historical skills which supports their curiosity and understanding of the world around them;
- To help pupils understand the world they live in and how it has come to be as it is today;
- To develop a sense of time and chronology;
- To give pupils the opportunity to develop skills necessary for understanding the past;
- To arouse curiosity about, and interest in, the past, and as appreciation of human achievements;
- To develop a framework of knowledge of the history of Britain and to appreciate the influence of other countries on our past;
- To help pupils to discern the truth and to empathise with the way people lived in the past;
- To develop the ability to understand historical change and continuity;
- To promote links between history, PHSE and citizenship;

Early Years Foundation Stage

In the Foundation Stage, reception children observe, find out and identify features in the place they live, in the natural world, and expanding to places further afield. They are encouraged to talk about what they see, hear and feel. The EYFS aims to provide children with the foundational knowledge they need to become Historians, and access the curriculum content in Year 1-6.

Key stage 1

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past.

Key stage 2

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical

information. They should understand how our knowledge of the past is constructed from a range of sources.

The specific Learning Objectives for Early Years, KS1 and KS2 can be found in Appendix 1 of this document.

3. Organisation

History at Shardlow Primary School is taught in blocks throughout the year, so that children can achieve depth in their learning. The subject leader has identified the key, powerful knowledge that should be taught in each lesson of every unit, with consideration to content that ensures progression across topics and year groups. History is taught weekly, 3 half terms a year. We are lucky that our local area is rich in history and can provide many learning opportunities for the children in school. Where possible, cross curricular links between other subjects such as English and Design Technology are planned for in the wider curriculum.

4. Planning

The subject leader devises 'unit overviews' for each unit of History at Shardlow. In these units, the subject leader defines the powerful knowledge for each lesson and teachers take this knowledge to plan lessons.

Units are planned to be progressive, ensuring that children can build on prior knowledge and gain enough depth in their learning. Children of all abilities have the opportunity to develop their skills and knowledge in each unit and, through planned progression built into the scheme of work, we offer them an increasing challenge as they move up the school.

Because we have mixed-age classes, we plan on a two-year rotation cycle. In this way we ensure that children have complete coverage of the National Curriculum but do not have to repeat topics.

We teach history in reception classes as an integral part of the topic work covered during the year. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the historical aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. History makes a significant contribution to the ELG objectives of developing a child's knowledge and understanding of the world.

5. Assessment

We assess the children's work in history by making informal judgements as we observe the children during lessons. Once the children complete a unit of work, we make a summary judgement and RAG rate each child on how well they have done on individual objectives for each child on a sheet at the front of their topic work. We use these assessments to plan future work, to provide the basis for assessing the progress of the child, and to pass information on to the next teacher at the end of the year. Assessment allows teachers to identify gaps in knowledge and or skills in the history curriculum which will then be addressed in following units. The teaching and learning of history will be monitored through the analysis of lesson planning, pupil interviews and samples of children's work.

6. Resources

All teachers have full access to the equipment they need to teach history across school. There is a list of appropriate websites available for teachers to access on the school server and teachers are able to request resources they may need to help with their teaching. The topic books in school have been sorted into appropriate 'topic boxes' for each class and we are continually looking to improve and add to our range of non-fiction books in the library.

7. Equality and Diversity

We ensure that, regardless of gender, race, class, culture or special educational needs and disabilities, all children are treated as individuals and all experience history to develop their own potential. We encourage a sense of achievement in all children.

Every child is given the opportunity to participate within lessons at their own level and encouraged to extend their participation in the manner that best suits them. Teachers plan for SEND adaptations using adaptive teaching strategies to ensure that all pupils can access the curriculum content.

Please see the ONE Academy Trust 'Equality and Diversity Policy', the Shardlow Equality and Diversity Policy, the Shardlow Accessibility Plan and the Shardlow Primary School 'SEND Policy' for further information.

8. Responsibilities

Monitoring and Reporting

History is monitored by the History leader and reported to the Headteacher and Governors. The History lead will meet with History Governor during the year to discuss priorities and curriculum coverage and review the action plan.

Curriculum coverage is the responsibility of the History lead and evidenced in Appendix 3. The History lead is aware of which classes/year groups will learn what and when through the curriculum map overview (see Appendix 2). Monitoring will ensure that the planned curriculum matches the taught curriculum. The curriculum and teaching of history will be monitored annually by the History leader and reported to the Head Teacher and History Governor. All teaching staff are aware of the history units being taught to their class and this is evidenced on each class' curriculum map. The History lead will feedback on history content and progress to class teachers.

9. CPD

Staff teaching history are offered CPD opportunities based upon their needs. The History lead will gather staff voice on their confidence teaching history and provide training opportunities to ensure high quality teaching.

The History lead will evaluate and audit CPD opportunities in history every year and report to Headteacher and History Governor.

10. Policy Review

This policy will be reviewed every three years as a minimum by the History lead and the Headteacher.

Appendix 1 – History Objectives from the National Curriculum

Curriculum Objectives	
Early Years Foundation Stage Although the skills learnt in all areas of the Early Learning Goals will help children with their historical knowledge and skills, it is the 'Understanding the World' unit that is most relevant.	• Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. • Talk about the lives of the people around them and their roles in society. • 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	Pupils should be taught about: • Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life; • Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]; • The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]; • Significant historical events, people and places in their own locality.

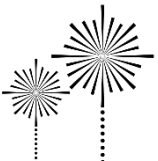
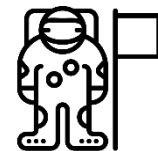
Curriculum Objectives

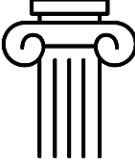
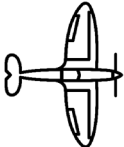
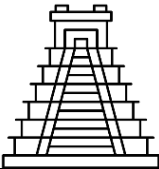
Key Stage 2

Pupils should be taught about:

- Changes in Britain from the Stone Age to the Iron Age;
- The Roman Empire and its impact on Britain;
- Britain's settlement by Anglo-Saxons and Scots;
- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor;
- A local history study;
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066;
- The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer, The Indus Valley, Ancient Egypt, The Shang Dynasty of Ancient China;
- 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 – one study chosen from: early Islamic civilization (including a study of Baghdad c. AD 900), Mayan civilization c. AD 900, Benin (West Africa) c. AD 900-1300;

Appendix 2 – History Topic overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS- Trent		Remembrance Guy Fawkes Toys and games 			What did Shardlow look like in the past? 	How have I changed? (PSHE) 
Derwent Year A	Technology through time 		The Great Fire of London 			Monarchs 
Derwent Year B	Nurturing Nurses 	The history of toys 		Shardlow- Local area study 		
Erewash Year A		Anglo Saxons settlement in Britain 	Titanic 			The Space Race 

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Erewash Year B	Stone Age to Iron Age 		Ancient Egypt 			Ancient Greece 
Ockbrook Year A		WWII The Home Front 		The Viking and Anglo-Saxon struggle for the kingdom of England 		Victorians 
Ockbrook Year B	WWI 		Mayans 	Roman Britain 		