





Chapel Street
Community Primary School

History Policy

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Signed by Headteacher	Ella Hughes	
Signed by Chair of Governors	Tim Wheeler	

Document control	
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Written by	History Lead & Curriculum Lead
Approved by	Headteacher
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Review frequency	Triennial
Date of next review	December 2026
Status	Non-statutory
Published on website	Yes
Main amendments as part of this review / update	<ul style="list-style-type: none"> Updated with changes to whole school Curriculum.
Links to statutory guidance	<ul style="list-style-type: none"> Statutory framework for the early years foundation stage: Setting the standards for learning, development and care for children from birth to five The National Curriculum in England – Key Stages 1 and 2
Links to non-statutory guidance	<ul style="list-style-type: none"> The Key – model policy advice https://www.oxford-grove.bolton.sch.uk/information/curriculum/ Model policy
Other documents / resources used in the writing of this policy	<ul style="list-style-type: none"> N/A
Related policies	<ul style="list-style-type: none"> Teaching and Learning Policy Feedback and Marking Policy Assessment Policy SEND policy



Vision & Missions statement

Making a difference and achieving excellence for every child.

School values

- Growth – *We go beyond what is expected to continually improve standards and deliver ambitious outcomes.*
- Respect – *We do the right thing for our children.*
- Inclusion – *We care about people as individuals.*

You can find out more about school on our website: <https://www.chapelstreetprimary.co.uk/>

If you have any questions about the content of this policy:

- If you are a member of staff – speak with your line manager or a member of the leadership team
- If you are a parent / carer – contact the school office on 0161 224 1269
- If you are another interested party – contact the school office on 0161 224 1269

Justification

History helps children to make sense of the world in which they live, learn about time, place, people, events, cultures from the past, they develop an understanding of the influence it has on our lives today. Understanding past events helps children develop a sense of identity and cultural heritage. Children are challenged to consider the lessons of the past and the positive contribution they can make to their future. At Chapel Street we will use the History National Curriculum, 'Statutory framework for the Early Years Foundation Stage' and Development Matters, as the basis for our curriculum and make links with other subjects.

Intent

1. To support all the children to develop a sense of the past and develop a chronological framework for learning about life in the past.
2. To increase children's knowledge and understanding of people, places, events and cultures in the past to help them better understand the present.
3. To appreciate the past can be interpreted in different ways.
4. To develop pupils' enquiry, chronological, interpretation and communication skills as well as their understanding of key historical concepts.
5. To promote spiritual, moral, social and cultural development and citizenship.
6. To develop children's knowledge and understanding of the growth and development of our nation and its relationship with the rest of the world.
7. To explore the key concepts throughout the History curriculum at Chapel Street – the key concepts are growth and change, cause and consequence, religion/beliefs, civilisation, invasion and monarchy.

Implementation

1. We will begin the teaching of history in the Early Years Foundation Stage as the children begin developing their knowledge skills and understanding of the world by starting with the most recent past.
2. As the children move into Key Stage 1 they will build on their work using living memory, eye witness accounts' and the immediate environment of the school as their starting point. We will use photographs, artefacts, visits into the locality and talking to older people about life then and now.
3. Moving through to Key Stage 2, the older children will learn about different periods of history as set out in the National Curriculum following a chronological order.
4. Teachers will, where appropriate, use first-hand experience, visits, visitors and artefacts to engage children.
5. Through learning about different people's experience on the past children will develop empathy and understanding for others.
6. Teachers will provide a wide range of secondary resources including photographs, pictures, books, stories, videos and eye witness accounts.
7. Different teaching styles will be used to support the needs of children with different learning needs

Impact

History will be interesting, informative and enjoyable. It will be celebrated in books, displays and discussion. Pupils will develop an understanding of changes over time in people, places, events and cultures. They will know about different periods through history, significant people who have contributed to Britain and secure a chronological understanding of the development of Britain.

Cross Curricular Links

The school will teach history through a cross curricular approach where possible. We will identify opportunities to develop Literacy skills during our history lessons by using specific vocabulary and technical terms. Mathematical skills will be developed on specific tasks and through the use of dates and times. There will be links made to art, geography and other curriculum areas where appropriate.

Planning and Curriculum Content

Learning objectives are taken from the National Curriculum. The Long Term planning is fixed and the medium term and short term plans are updated and refined for each new year group. From Year 1 – Year 6, teaching follows a chronological order through history, while covering our key concepts and building the knowledge and understanding of these concepts across multiple periods of time through history. Each year, a History Super Learning Day is used to celebrate a love of History and explore key concepts taught throughout the school, and showcase to parents the love of History at Chapel Street. In Early Years, our curriculum is written in accordance with the 'Statutory framework for the Early Years Foundation Stage' and Development Matters. The curriculum area of History is within the Understanding of the World area of learning. Understanding the World in Reception, is taught in group carpet sessions, with shared discovery time, exploration and independent responses to the stimuli. Across the Early Years, children have access to a variety of resources to support continued exploration, investigation and discussion during continuous provision.

Recording and Assessment

Assessment will be an ongoing process over the study of each unit: through the use of regular mini quizzes and careful observations of children's output. Teachers will make their assessments and record them on Insight. Judgements will be made against the National Curriculum Attainment Targets and the knowledge and skill progression designed by the subject leader. For children in EYFS, they will be assessed using the Early Years checkpoints and 'Early Years Foundation Stage Profile' criteria. Assessments will be on-going throughout the year in this phase. See the Early Years policy for more information.

Resources

We will provide a wide range of resources as appropriate, including ICT, books, artefacts, websites and external visitors. These will be updated and improved through annual audits, which will lead to the purchase of materials for particular areas of study.

Professional Development

It is important to recognise and particular difficulties staff may have in delivering the curriculum and an annual review will determine any co-ordinator input or INSET which may be required. This will be reviewed throughout the year to ensure staff are confident in the teaching and delivering of history.

SEN and Equal Opportunity

Our school will aim to provide for children with Special Educational Needs at both ends of the spectrum with a curriculum which allows for appropriate differentiation. This may be by outcome, task, resources, support or ability grouping as appropriate.

Children with English as an additional language

There will be a particular focus on vocabulary and language to support the large number of EAL children and INA's.

Health and Safety

We will ensure that any external visitors are fully DBS checked before entering the building.