

Robert Peel Primary School

History Policy 2025



Signed by:

_____ Headteacher Date: _____

_____ Chair of Governors Date: _____

History Intention

1. School Vision

At Robert Peel Primary School, our vision is to develop resilient and independent learners, who aspire to be the best they can be. Our aim is for the children to be happy in all aspects of school life, be able to communicate effectively and show empathy and understanding to others.

We will achieve this through the teaching of a rich and diverse curriculum, focusing on their immediate locality and the wider world, with an emphasis on deep and sustained learning. The learning will focus on building up the children's knowledge and skills over time and engaging them in real-life experiences. Children will have the opportunity to lead their own learning, question their understanding, develop their vocabulary and gain fluency through practise and rehearsing key skills. Our intent is that children gain a passion for learning and take the skills, knowledge and learning behaviours they have gained at Robert Peel into their next phase of education and adult life as a member of a global community.

2. History Vision

At Robert Peel, we aim to ensure our children have an understanding of the past and how it shapes the customs and beliefs of the communities to which we belong. Learning about the past and the methods used to study it helps children to make sense of the world in which they live. Children will recognise that History is about real people and real events and how these events have impacted society.

Through History, children will develop the concepts of continuity and change, which are frequently part of our everyday experiences. Through their growing knowledge and understanding of the past, children will gain an appreciation of life in Britain and across the world in times gone past, as well as showing empathy for people from different historical periods. History teaching will motivate children to ask questions about different periods in time and equip them with the skills and vocabulary needed to become passionate learners and inquisitive Historians.

3. History Implementation

Curriculum Design & Coverage

	Aut 1 Aut2 Spr 1		Spr 2 Sum 1 Sum 2		
Nursery	Begin to make sense of their own life-story and family's history; understanding they were a baby and will become an adult (baby photos)	Remembrance day Bonfire night			
Reception	Comment on images of familiar situations in the past when sharing family photos and comparing new and old toys	Guy Fawkes		Comment on images of familiar situations from the past and know some similarities and differences between the past and now.	
Year 1	All about me and my local area		Explorers and adventurers		
Year 2	How has childhood changed?		The Great Fire of London		
Year 3	From Stone Age to Iron Age (Half a term on Stone, Bronze and Iron)		Escaping the Blitz		

Year 4	Ancient Egypt	Roman Sandy
Year 5	Anglo Saxons	Ancient Olympics
Year 6	The Mayans	The Vikings

Teaching & Learning of History

We believe it is important to embed History into a range of subjects, by providing rich learning experiences which strengthen their knowledge of the past. Through high quality History lessons each week, teaching will inspire critical thinking, develop children's chronological awareness and allow children to confidently ask historically valid questions. It is important that children find out what has happened in the past through the use of actual evidence, which comes from many sources and is presented in many ways.

Story and narrative are central to History teaching and are a natural resource in which sequence, causation and change can be explored. For younger children in particular, they can provide a vehicle for developing language, a chronological environmental understanding and a stimulus for a range of work. There is an important and central place in history for good stories so that children can be taught to listen carefully and critically.

History teaching will cause children to ask "How do we know?" and provide them with experiences of working with different source materials, documents, photographs, maps, artefacts, oral testimonies, videos and secondary interpretations as well as visits.

Children will be encouraged to be imaginative when working with evidence, while at the same time, respecting it. They should be able to offer hypothetical explanations of past events, supported by carefully reasoned proof, and to test them by comparing sources, discussion and argument. Children sometimes take part in role-play and discussions and then they present their findings in reports back to the rest of the class. Teachers will give children the opportunity to talk to extend their thinking and to consolidate their understanding, by making comparisons between time periods and their own lives.

We use a variety of teaching and learning styles in our History lessons and recognise the strong cross-curricular links this subject can have with others. We believe in whole-class teaching methods and we combine these with enquiry-based research activities.

School Vision Promoted through History

In History, empathy is promoted by exposing children to the experiences and perspectives of people from different times, cultures and backgrounds. Empathy can be further promoted by asking questions such as 'How do you think children who were evacuated in WWII felt?' We encourage children to imagine how they would feel, act and think if they were alive during the time period they are studying.

Children develop their communication skills in History by the use of talk partners, drama, story-telling, group work and in-depth questioning. Children are encouraged to explain the reasoning behind their thinking when discussing historical events and in KS2, children start to develop their Historical skills by giving reasons as to why key events happened in History and explaining the achievements of ancient civilizations and their impact on the world in the past and today.

Children are encouraged to work independently at times during History lessons and are given chances to be aspirational by completing extension tasks. Children are encouraged to be resilient and not give up, even when things are tricky.

Curriculum Connections in History

Where possible, History is linked to Writing, Guided Reading, Art & DT.

Books used in Writing and Reading linked to History:

Year 1: Lighthouse Keepers Lunch (linked to Grace Darling)

Year 2: Lost in the Toy Museum (toys), a range of non-fiction books on The Great Fire of London

Year 3: Stone Age Boy and The Lion and the Unicorn.

Year 4: Jake Atlas and the Tomb of the Emerald Snake, Roman Invasion / The Romans

Year 5: GCP Anglo-Saxon Study Book and The Odyssey.

Year 6: Oh Maya Gods, Beowulf

Art projects linked to History:

Year 2 – Great Fire of London silhouette pictures inspired by artist Augustin Edouart

Year 3 – Cave paintings and World War 2 painting inspired by artist Paul Nash

Year 4 - Roman Mosaics

Year 5 – Ancient Greek pottery and Anglo-Saxon Jewellery

Year 6 – Viking Longship layered artwork

DT projects linked to History:

Year 1 – Making spaceships (linked to learning about Neil Armstrong)

Year 2 – Puppet making (linked to History of toys)

Year 4- Wooden pyramids (linked to Ancient Egypt)

Enrichment Experiences in History

Year 1- Local walk, interviewing staff on History of the school and town and interviewing Ex-Mayor of Sandy

Year 2 – Florence Nightingale immersion, History of toys workshop by History Off the Page and Sandy Fire Service visit to re-create The Great Fire of London.

Year 3 – Shuttleworth WW2 trip

Year 4- Those History People Egyptian experience and visit to Sandy Town Council Roman museum

Year 6 – Those History People Viking experience

History Language Development

History lessons help children to develop their vocabulary by teaching them a wide range of historical terms and challenging learners with words they may not have heard before. Children have the opportunity in History to ask and answer questions and as they move up the school, children will learn to use evidence

to support their argument. History also helps children to develop their use of time vocabulary to talk about the past, present and future. Children's learning of Historical language is supported by word mats and glossaries made by teachers and History displays in the classroom.

History Vocabulary progression	
Early Years	past, now, first, next, old, new
Key Stage 1	<ul style="list-style-type: none"> - Past / present - Old / new - Today / yesterday - A long time ago - History - Historian - Before I was born / before my grandparents were born - Living memory - Chronological order - Artefact - Source - Difference - Timeline
Lower Key Stage 2	<ul style="list-style-type: none"> - BC / AD - Decade - Century - Ancient - Civilization - Primary / secondary sources - Chronology - empire - invasion
Upper Key Stage 2	<ul style="list-style-type: none"> - Democracy - Government - Society - Parliament - Peasantry

Community, Cultural & Global Learning through History

Our History curriculum coverage at Robert Peel ensures children can learn about their community's history, their country's history and about different cultures from around the world.

In Year 1, children learn about the History of Sandy and Robert Peel, which helps them gain an understanding about their community and identity. In KS1, children learn about important events in British History such as The Great Fire of London and learn about lots of influential people in British History such as Florence Nightingale, Queen Victoria, Neil Armstrong, Grace Darling, Mary Anning and Mary Seacole.

As children move up to KS2, they start to learn about different ancient civilizations and the impact these civilizations have had on communities and cultures around the world.

Every year, time is dedicated to celebrating Black History Month and the children are given the opportunity to learn about influential black people and the impact they have had. The theme changes each year and what each year group studies often changes to match this. Remembrance Day is also celebrated in school each year, with every child making poppies to plant at our whole school

remembrance memorial. The children are taught about what Remembrance Day is and why we commemorate it.

Impact

Monitoring Impact of Curriculum Design and Teaching & Learning

Role of Subject Leader & Monitoring

Monitoring the impact of teaching and learning is carried out regularly by the Subject Leader. This consists of:

- Learning walks and Lesson observations
- Team teaching and example lessons
- Monitoring and scrutiny of planning
- Monitoring and scrutiny of History books
- INSETs and Staff training sessions for teachers and support staff
- Collection and analysis of assessment data
- Discussions with children about their experiences and learning in History
- Reporting to the Governing Body when required
- Supporting new staff and providing guidance and training, when necessary

4. Resources in History

Resources for History that are linked to specific topics can be found in classroom cupboards. Specific resources that are needed for specific lessons can be ordered on request.

5. Health & Safety in History

Children will be taught how to use materials, tools and equipment correctly and safely in accordance with the schools' overall Health and Safety policy.

6. Assessment, Recording & Reporting of History

Teachers use Sonar to record the assessment of children in History and this is accessible to SLT and the History subject lead. In accordance with the school's marking policy, all learning intents in History books will be marked with a judgement to say whether the child has met the intent or is working towards.

7. Provision in History

History lessons at Robert Peel allow children to show their understanding in a variety of ways, enabling all children to show their understanding of what is being taught. This may be through:

- Written tasks
- Whole class discussions or debates
- Drama / role play
- Hot seating
- Creative activities
- Exploration and investigative lessons

- Trips and visits.

Some Historical language can be difficult for children to understand so key terms linked to topics are recapped each lesson and children in Years 1-6 have a folder at the back of their book with resources to help them with their learning in History. These resources include timelines, word mats and glossaries handmade by teachers so they are relevant to the children's learning. Children are also actively encouraged to discuss their ideas with their talk partners and table groups and support each other with tasks given.