



# History Policy

## 1. Intent

At Ouston Primary School, our history curriculum aims to develop pupils as curious, critical and reflective historians. Through an enquiry-based approach, pupils investigate meaningful questions about the past, developing both secure historical knowledge and the skills to interpret, analyse and evaluate evidence.

We teach pupils that history is not fixed; it is constructed from evidence and shaped by perspective. Pupils learn to question sources, consider different viewpoints and understand that interpretations of the past can vary.

Our curriculum is designed to:

- develop secure chronological knowledge of local, British and world history
- build understanding of key historical concepts such as cause and consequence, continuity and change, similarity and difference, and significance
- develop pupils' ability to use evidence critically
- foster curiosity, enquiry and independent thinking
- help pupils understand their identity and place in the world

We prioritise depth over breadth. Each unit is built around a key enquiry question, supported by smaller questions that allow pupils to explore topics in detail.

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## 2. Implementation

### 2.1 Curriculum Design

History is taught through carefully planned enquiry-based units. Each unit is structured around a key question which guides learning and gives purpose to the study.

Our curriculum is underpinned by three clear strands which run progressively from EYFS to Upper Key Stage 2:

- **Significant Individuals**
- **Civilisations and Empires**
- **Invasion and Settlement**

These strands ensure coherence, progression and clear links across the curriculum. They allow pupils to revisit and deepen key concepts over time, building increasingly sophisticated understanding within and across historical contexts.

Pupils:

- investigate historical questions
- analyse a range of sources (primary and secondary)
- develop and communicate their own interpretations

While enquiries focus on depth, the curriculum ensures clear coverage of the National Curriculum, enabling pupils to build a coherent understanding of the past.

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## 2.2 Types of Historical Knowledge

Our curriculum develops two types of knowledge:

- **Substantive knowledge:** knowledge of events, people, places and periods in the past
- **Disciplinary knowledge:** understanding of how historians work, including analysing evidence, interpreting sources and constructing arguments

Both are taught together so that pupils not only know about the past, but understand how historical knowledge is formed.

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## 2.3 Teaching and Learning

Teaching in history is enquiry-led and designed to promote independence and critical thinking.

Teachers:

- use key questions to frame learning
- provide a range of high-quality sources
- model historical thinking and questioning
- encourage discussion, debate and reasoning
- ensure appropriate challenge for all pupils
- refer to previous learning using 'Flashback' style activities at the beginning of history lessons

Learning activities may include:

- source analysis
- discussion and debate
- role play and drama
- written and verbal explanations
- visual and creative outcomes

Pupils are encouraged to present their learning in a variety of ways, ensuring accessibility for all learners. Examples of this are continually shared and promoted.

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## 2.4 Progression

As pupils move through the school, they develop as historians by:

- building broader and more secure chronological knowledge
- using increasingly precise historical vocabulary
- asking more complex and relevant questions
- analysing and evaluating a wider range of sources
- constructing and justifying their own interpretations

In EYFS and Key Stage 1, pupils focus on developing a basic understanding of time, chronology and simple historical concepts.

In Key Stage 2, pupils deepen their understanding, make connections across periods and begin to evaluate evidence and interpretations more critically.

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## 3. Impact

By the end of Year 6, pupils will:

- have a secure understanding of key periods in history
- understand how historical knowledge is constructed
- be able to analyse and evaluate sources of evidence
- make informed and reasoned judgements
- communicate their ideas clearly using appropriate vocabulary

Pupils will leave Ouston Primary School with a strong sense of curiosity about the past and an understanding of how history shapes the present.

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## 4. Assessment

Assessment in history is ongoing and primarily formative.

Teachers assess pupils through:

- questioning and discussion
- written and verbal responses
- practical and creative outcomes
- analysis of pupils' work over time

A range of evidence is used to ensure that all pupils can demonstrate their learning effectively. Written feedback is usually only given once the enquiry has been completed.

Summative judgements are made at key points using teacher assessment, informed by pupils' work across units of learning.

Assessment is used to:

- inform planning
  - identify next steps
  - ensure progression in knowledge and skills
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## 5. Inclusion

We are committed to ensuring that all pupils can access and succeed in history.

Teaching is adapted to meet the needs of all learners, including those with SEND, EAL and higher prior attainment. A range of teaching approaches and outcomes ensures that all pupils can demonstrate their understanding.

History also promotes respect, empathy and understanding of diversity, supporting pupils' personal development.

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## 6. Cross-Curricular Links

Where appropriate, meaningful links are made between history and other areas of the curriculum, including English, mathematics and RSE/PSHE.

These links are used to strengthen historical understanding while maintaining the integrity of the subject.

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## 7. Monitoring and Review

The subject leader is responsible for monitoring the quality of teaching and learning in history. This includes:

- reviewing pupils' work
- observing lessons
- supporting staff development
- ensuring consistency in standards

The policy will be reviewed regularly in line with the school's review cycle.

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**Policy Review Date:** September 2027

**Subject Leader:** D. Walsh