

Sand Hutton and Warthill Federated CE Primary Schools

History Policy 2026

Vision

At Sand Hutton and Warthill Federated CE Primary Schools we believe that high quality history teaching inspires pupils to develop curiosity about the past and understand how it has shaped the world in which they live. Through the study of history, children gain a sense of identity, develop an understanding of their local community and heritage, and appreciate the diversity of people, cultures and experiences throughout time.

As Church of England schools, our Christian vision encourages pupils to reflect upon human experiences, values and beliefs whilst developing respect for different cultures, traditions and viewpoints. We aim to foster enquiring minds, encouraging children to ask questions, evaluate evidence and think critically about the past.

Intent

- Develop pupils' knowledge and understanding of Britain's past and that of the wider world.
- Inspire curiosity and a lifelong interest in history.
- Enable pupils to understand chronological sequences and the relationship between different periods of history.
- Develop an understanding of historical concepts including continuity and change, cause and consequence, similarity and difference, significance and interpretation.
- Encourage children to ask historical questions and evaluate evidence from a range of sources.
- Develop pupils' understanding of local history and the heritage of the communities served by both schools.
- Promote respect, tolerance and appreciation of diversity through the study of different societies and cultures.
- Support pupils' spiritual, moral, social and cultural development.
- Ensure all pupils, including those with SEND and disadvantaged pupils, can access and succeed in the history curriculum.

Implementation

Curriculum Organisation

History is taught through carefully planned units which meet the requirements of the National Curriculum. Curriculum content is sequenced to ensure knowledge and skills build progressively from EYFS through to Year 6.

In our mixed-age classes, planning is structured to ensure:

- Full National Curriculum coverage over rolling programmes.
- Clear progression in substantive knowledge and disciplinary skills.
- Opportunities to revisit and strengthen previously taught concepts.
- Effective adaptation to meet the needs of all learners.

Teaching and Learning

History lessons provide opportunities for pupils to:

- Investigate historical questions.
- Examine a range of historical sources.
- Compare different interpretations of events.
- Develop chronological understanding.
- Make links between local, national and global history.
- Engage in discussion, debate and enquiry.
- Present findings through written, oral and creative approaches.

Teachers use:

- Artefacts and historical sources.
- Educational visits and visitors.
- Local community resources.
- Cross-curricular links where appropriate.
- Technology to enhance research and learning.

The federation actively seeks opportunities to enrich learning through visits, workshops and partnerships which bring history to life.

Early Years Foundation Stage

Historical understanding begins in EYFS through the "Understanding the World" area of learning.

Children are supported to:

- Talk about past and present events in their lives.
- Explore changes over time.

- Learn about family traditions and local history.
- Develop an awareness of similarities and differences between themselves and others.

Inclusion

All pupils are entitled to access a broad and balanced history curriculum.

Teachers will:

- Adapt learning appropriately for pupils with SEND.
- Provide suitable challenge for higher attaining pupils.
- Use scaffolding and support where required.
- Ensure all pupils can participate fully in learning experiences.

Historical learning reflects diverse cultures, societies and viewpoints to promote equality and inclusion

Assessment

Teachers assess:

- Historical knowledge.
- Chronological understanding.
- Use of historical vocabulary.
- Historical enquiry skills.
- Understanding of key concepts.

Assessment may include:

- Questioning.
- Discussions.
- Written work.
- Observations.
- Presentations.
- End-of-unit tasks.

Subject leaders monitor outcomes to ensure progression and curriculum effectiveness across the federation.

Subject Leadership

The History Subject Leader is responsible for:

- Monitoring curriculum implementation.
- Supporting staff development.

- Reviewing planning and assessment.
- Monitoring standards and progress.
- Leading curriculum improvements.
- Ensuring resources are appropriate and up to date.

Monitoring may include:

- Learning walks.
- Book scrutiny.
- Pupil voice activities.
- Planning reviews.
- Assessment analysis.

Spiritual, Moral, Social and Cultural Development

History contributes significantly to pupils' wider development by enabling them to:

- Reflect on how people have lived in the past.
 - Consider moral issues faced by societies throughout history.
 - Understand diversity and cultural heritage.
 - Develop respect for different beliefs and viewpoints.
 - Appreciate the contribution of individuals and communities.
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Date of Policy: September 2026

Next Review: September 2028

Review Frequency: Every 2 Years

Policy Lead: History Subject Leader

Headteacher: Beverley Pawson