



# CLIFTON COMMUNITY PRIMARY SCHOOL

## HISTORY POLICY

'Enjoy and Achieve Together'

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Committee Responsible	Governing Board
Document locations	Staff shared Drive – Policies

### Change History

Version	Date	Change Description	Stored
1	Nov 2021	Updated to reflect the changes of the history overview – E Young	Staff shared
2	June 22	Safeguarding, Inclusion and Equal Opportunities statement updated	Staff shared
3	Feb 23	Updated protected characteristics	Staff shared
4	Sept 23	No changes	Staff shared
5	Sept 23	No changes	Staff shared
6	Jan 24	No changes	Staff shared
7	September 25	Added Rosenshine's Principles of Instruction	Google drive – curriculum – history

## CLIFTON PRIMARY SCHOOL

### CURRICULUM POLICY FOR HISTORY

#### Mission Statement: 'Enjoy and Achieve Together'

#### At Clifton Primary School we believe it is important that:

- Children are given the opportunity to explore and understand the world in which they live in.
- Children gain a coherent knowledge, understanding and develop empathy for Britain's past and that of a wider world.
- Children are taught about the past through many different methods including the use of sources which helps children to understand and contribute to the world in which they live.
- Children develop their curiosity and a love of learning about the past.

#### Intent – What we will do

##### Knowledge:

##### We want our children to:

- Develop their substantive knowledge.
- Develop a sense of identity through learning about their family, the development of their community, Britain, Europe and the wider world.
- Develop knowledge and understanding of major issues and events in the history of their own country and others.
- Understand the differences between the past and the present and that people of other times and places may have held different values and attitudes from ours.
- Understand the influences that events in the past have in shaping the present.
- Study a range of cultures and historical perspectives enabling them to be respectful, tolerant and empathetic.
- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, by drawing on skills from across the curriculum.
- Gain and use a historically grounded understanding of abstract terminology and correctly use historical vocabulary.

##### Skills:

##### KS1

##### We want our children to:

- Develop their disciplinary skills as they learn the fundamental elements of what it is to be a historian.
- Understand some of the ways in which we find out about the past and identify different ways in which it is represented.

- Ask and answer questions, using other sources to show that they know and understand key features of events.
- Identify similarities and differences between ways of life in different periods.
- Use a wide vocabulary of everyday historical terms.
- 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.

## KS2

### We want our children to:

- Develop their disciplinary skills as they learn the fundamental elements of what it is to be a historian.
- Understand how our knowledge of the past is constructed from a range of sources.
- Use primary and secondary sources to collect evidence about the past.
- Use reliable sources and identify when sources may not be completely reliable.
- Evaluate and understand that some evidence from the past is propaganda, opinion or misinformation.
- Understand unreliable sources are still useful but can affect the interpretation of historical events.
- Choose reliable and varied sources to answer questions and complete research.
- Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
- Ask and answer historical questions.
- Describe similarities and differences between people, places, socio-economic features and time.
- Construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- Evaluate evidence.
- Use information which is provided in a variety of ways.
- 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.
- Use a timeline correctly and identify different eras and how empires and times overlap
- Note connections, contrasts and trends over time.
- Develop the appropriate use of historical terms, using technical and subject specific vocabulary accurately.

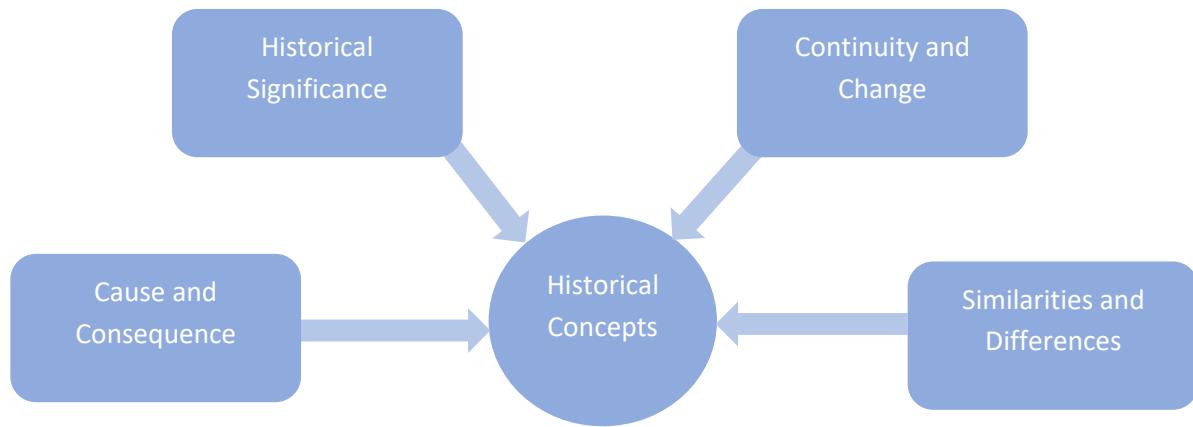
### Implementation – How we will do it:

#### We aim to:

- Teach history, through the implementation of the National Curriculum, in ways that are engaging, imaginative, purposeful, well-resourced and enjoyable to all.
- Underpin each unit in our overview with rich, substantive knowledge and ambitious vocabulary, whilst also ensuring children are developing their disciplinary knowledge (historical skills).
- Carefully plan each unit of work to ensure that concepts are taught and developed in order to support children's understanding.

- Give clear teacher instructions and explanations that are historically accurate and offer both skilful questioning and the opportunity for children to respond and ask their own questions.
- Allow the children to make clear links between history and other curriculum subjects.
- Allow the children to make clear links between history, their local environment and the wider world.
- Ensure children are given enough time to study the main areas of history these are: chronological understanding, historical knowledge, interpretation of sources, enquiry, and the organisation and communication of historical learning.
- Offer many opportunities for practical learning, enquiry, WOW moments and experiences outside of the classroom.

Key historical concepts sit at the core of our curriculum to ensure the defining characteristics of the subject are ever-present.



At Clifton, history is taught bi-half termly. We have identified a set of historical threads that children will revisit throughout their time at Clifton to build upon their knowledge. Our historical threads are: legacy and achievements, invasion and settlements, technological advancements, monarchy, government and power and society and cultural change. The teaching and learning of history is based on enquiry, chronological knowledge, interpretations, investigations, knowledge of events, people and changes in the past, organisation and communication.

### **The teaching of History within the EYFS**

In EYFS, history is an important part of the topics covered over the year; it is integrated into their learning and continuous provision. We relate history through the historical aspects in the Development Matters non-statutory guidance and through the objectives of ELG and EYFS framework, focussing mainly on Understanding the World.

#### **Understanding the World – Past and Present**

##### **By the end of the EYFS children will have been taught to:**

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and different 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.

## Understanding the World – The Natural World

### **By the end of the EYFS children will have been taught to:**

- Understands some important processes and changes in the natural world around them, including the seasons.

## Understanding the World – People, Culture and Communities

### **By the end of the EYFS children will have been taught to:**

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

## Communication and Language – Speaking

### **By the end of the EYFS children will have been taught to:**

- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

## The teaching of History within Key Stage 1 (KS1):

Within KS1, pupils will develop an awareness of the past using common words and phrases relating to the passing of times. They will know where the people and events they study fit within a chronological timeline and will be able to identify similarities and differences between ways of life, politics and socioeconomic features of life from different periods and places. Pupils will begin to develop questioning and answering skills and will be able to use historical sources and stories to evidence the key features of the events showing an understanding of what they have learnt. Pupils will understand some of the ways in which we find out about the past and identify different ways in which it is represented.

### By the end of KS1 pupils will have been 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.
- 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.
- Significant historical events, people and places in their own locality.

## **The teaching of History within Key Stage 2 (KS2):**

Within KS2 pupils will continue to develop a chronologically secure knowledge and understanding of British, local and world history. Through their understanding they will establish clear narratives within and across the variety of historical periods they study. Pupils will learn to note connections, contrasts, trends, similarities and differences over time and through this will develop the correct use of historical terms and vocabulary. Pupils will use their historical vocabulary to construct informed responses to historical questions, involving organisation and selection of relevant historical information. Children will regularly address and sometimes devise historically valid questions about change, cause, significance, similarities and differences. Through the use of sources, both primary and secondary, pupils will understand how our knowledge of the past is constructed, they will also continue to develop skills of interpretation when using sources.

## **By the end of KS2 pupils will have been taught about in more depth:**

- Changes in Britain from the Stone Age to the Iron Age.
- The Roman Empire and its impact on Britain.
- Britain's settlement by the Anglo-Saxons and Scots.
- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.
- Local history studies.
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.
- The achievements of the earliest civilisations – an overview of where and when the first civilisations appeared and a depth study.
- 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.

For more detailed information about the history learning in each year group, please see our subject overview for history.

## **Impact – What we can now do:**

### **Assessment and recording:**

We collect evidence for impact in the form of:

- Scrutiny of children's work
- Teacher assessment made against the National Curriculum objectives at the end of each term, recorded on insight, and an overall assessment of children's progression at the end of the year.
- Photographic evidence
- Final assessment piece in the form of a double page spread about the topic, Venn diagram, quiz, multiple-choice questions etc.
- Pupil voice
- Lesson observation
- Learning walks – learning which is displayed on a working wall

- Reports to parents are written once a year, describing each child's attitude and attainment in history.

Each topic commonly begins or contains a WOW lesson. The learning objective for each lesson is always shared within the lesson, whether that be at the beginning to introduce what the lesson is about or during the lesson so as not to give away information about tasks, enquiries or discoveries children will be making within the lesson.

Children are involved in the process of self-improvement, recognising their achievements and acknowledging where they could improve on for next time. Challenges, models and fix-its are given appropriately to improve their historical knowledge. Opportunities for self-generated questions are sought and children encouraged to seek the answers.

### **Rosenshine's Principles of Instruction**

At Clifton, our teaching across all subjects is underpinned by Rosenshine's Principles of Instructions. These research-based principles support effective teaching and learning by promoting clear modelling, guided practice and regular review. Teachers ensure that new content is introduced in small steps, with frequent questioning and checks for understanding to prevent cognitive overload, support long-term retention and to help address misconceptions promptly. Through a consistent focus on retrieval practice, scaffolding and opportunities for independent application, we help all children build secure foundations and make sustained progress. These principles are embedded in our planning, delivery and assessment processes across the curriculum.

### **Safeguarding, Inclusion and Equal Opportunities:**

At Clifton we have high aspirations and expectations for all children. Children learn and thrive when they are healthy, safe and engaged. In all subjects we are committed to safeguarding children and as such we maintain an ethos where children feel safe, encouraged to talk and are listened to. We ensure that children know they can approach and talk to adults if they are worried or in difficulty. We support children with their emotional wellbeing and health, recognising that subjects may sometimes be sensitive for children. Clifton Primary believes in inclusion and equal opportunities meaning that all children should have access to a broad and balanced curriculum, including history, which enables them to make the greatest progress possible according to their individual abilities. We provide learning opportunities that are matched to the needs of the children making reasonable adjustments where needed. Lessons are planned in advance addressing any potential areas of difficulty and barriers to the children achieving are removed. We will ensure that expectations do not limit pupils' achievements, supporting where there is a need and extending children's learning who need further challenging.

### **Protected Characteristics**

In adherence to the Equality Act 2010, the staff at Clifton Primary are not only aware of the protected characteristics but accept fully that it is unlawful to discriminate against anyone on the grounds of disability, age, race, gender reassignment, pregnancy and maternity, religion or belief, sexual orientation, marriage or civil partnership or sex. Furthermore, at Clifton, it is the responsibility of all teachers to ensure that all children's protected characteristics are fully recognised and that irrespective of SEN, gender, ethnicity, sexual orientation, LGBTQ+, social circumstance and ability (including gifted and able children), ALL have access to the curriculum and



make the greatest progress possible. We also ensure that where possible, materials utilised in lessons are broad and reflective of the diverse society we are a part of.

**Review:**

This policy will be reviewed annually by the history curriculum leader.