

History Policy for Lacewood Primary School



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A Statement of Policy for the History Curriculum

At Lacewood history fires pupils' curiosity about the past in Britain and the wider world. It encourages thinking about how the past influences the present.

History at Lacewood helps students develop a chronological framework for their knowledge of significant events and people., fostering a sense of identity and an increased understanding of pupils' own position in their own community and the world.

Children will develop a range of skills and abilities - particularly those related to finding out about the past, explaining what happened and what people (then and now) think about what happened. These are linked to the progression of knowledge and skills documents for each year group.

At Lacewood we promote pupils' awareness and understanding of gender, cultural, spiritual and moral issues thus developing pupils as active citizens which in turn promotes pupils' understanding of their own culture and heritage as well as that of others in school and the wider community.

All aspects of our key principles at Lacewood Primary School underpin our curriculum, which promotes our school motto and ethos of always trying your best to be your best. Our curriculum is led by our whole school core principles of developing every child's learning characteristics, in line with our school learning buddy approach, of:

Co-operation and independence (Bee) 

Thinking skills and problem solving (Owl) 

Effort, resilience and commitment (Snail) 

Collecting ideas and making links in their learning (Squirrel) 

Intent

At Lacewood Primary School, our intent is to offer a high quality, rich and inspiring history education that aids pupils to gain coherent knowledge and understanding of the past world-wide. Within our curriculum, History will regularly contribute towards this by enabling pupils to gain a coherent knowledge and understanding of Britain's past and that of the wider world, inspiring pupils' curiosity to know more about the past, from the earliest times to the present day. We focus upon developing pupils' understanding of how people's lives have been shaped and influenced by significant people and events both within the British Isles and the wider world. The three 'Golden Threads' we have chosen for our History curriculum which we feel will provide coherence throughout the curriculum and support children in building knowledge and making learning stick are:

1: **Important people or events that shaped history**

2: **Invaders and Settlers**

3: **Societal Change (The lives of....)**

Organisation

Role of the subject leader:

The role of the subject lead is to:

- Take lead in policy development and to oversee the development of the long term development plan for history.
- Keep up to date with the developments in history.
- Disseminate information to colleagues.
- Collate samples of history work across school to monitor standards and progress.
- Keep the school history section of the website up to date.

Planning

As part of our long term whole school curriculum plan, units of work (where appropriate) are linked to other areas of the curriculum in order to enhance children's understanding and ensure that children see a purpose to their work. Units of work are planned over a yearly cycle ensuring that, during their time at Lacewood Primary school, children experience the full range of opportunities available for history, providing breadth, balance and progression. Cultural diversity has also been considered when designing our history curriculum, promoting pupils' understanding of their own culture and heritage as well as that of others in school and the wider community.

The History curriculum has been designed around 3 'Golden threads':

Under the 'Golden Threads' history is organised into areas which we feel will provide coherence throughout the curriculum and support children in building knowledge and making learning stick.

1: Important people or events that shaped history

2: Invaders and Settlers

3: Societal Change (The lives of....)

These 'golden threads' create many different opportunities for children to expand and enhance their history knowledge and develop a deeper understanding of the past.

Implementation

The Early Years Foundation Stage Curriculum supports children's understanding of History through the planning and teaching of 'Understanding the World- Past and Present and People and Communities'. Children find out about past and present events in their own lives, their families and other people they know. They are encouraged to develop a sense of change over time and are given opportunities to differentiate between past and present by observing routines throughout the day, growing plants, observing the passing of seasons and time, looking at photographs of their life and of others. Thematic planning in FS2 focuses on similarities and differences between things in the past and now e.g. the seaside, transport and ourselves. Children are exposed to historical language through a language rich environment. Use of language relating to time is used in daily routines and conversations with children. In addition to artefacts and photographs, stories, non-fiction texts, songs, rhymes and poems are used to develop historical awareness and understanding.

Throughout Key Stage 1 and 2, over-arching and sub-questions form the basis of the children's historical enquiry into a topic.

In Key Stage 1 children are taught a stand-alone History lesson once a week, over a half term, alternating with Geography. Often, the history topic will link (where possible) into other areas of the curriculum to develop and broaden children's understanding. Children start their topic by identifying

what they know and key questions that they would like to find out during their learning journey. Children will be given the opportunity at the start of lessons to recap prior learning and understand how this new learning builds on prior learning. This will be done through discussion or quizzes. Children will experience the topic through a variety of ways: videos, pictures, school visits, visitors into school, exploring sources and research using technology. Children will be immersed within key vocabulary throughout the topic, this will be visible in books and classroom displays. In Key Stage 2 children are taught a stand-alone History lesson once a week, over a half term, alternating with Geography. As in Key Stage 1, the history topic will link (where possible) into other areas of the curriculum to develop and broaden children's understanding. Children will start topics identifying what they know and key questions that they would like to find out during their learning journey. Children will be given the opportunity at the start of lessons to recap prior learning and understand how this new learning builds on prior learning. This will be done through discussion or quizzes. Children will experience the topic through a variety of ways; videos, pictures, school visits, visitors into school, exploring sources and research using technology. At the end of a topic, children will write down key learning that they have obtained. Children will be immersed within key vocabulary throughout the topic, this will be visible in books and classroom displays.

Impact

Assessment and recording progress

History monitoring takes various forms. A key component of this is pupil voice; school leaders use pupil voice as an effective tool to ascertain the pupils' ability to recall and discuss what they have learned during their history lessons over the half term. History book monitoring throughout all year groups also takes place each half term, allowing leaders to ensure our Historians have the opportunity to develop their History skills and also ensuring our curriculum 'learning leaps' are being achieved in each year group. Examples of our History work and learning is often exhibited throughout the school, both on classroom and communal displays situated on our school corridor and hall.

Display and Presentation

Displays vary depending on the theme and the personal style of the teacher, which ensures the school always has a lively, stimulating range of work on display. Rules for display at Lacewood are few in order to promote individual style and flair. These are as follows:

- Work chosen for display is well presented and accurately mounted.
- Photographs are incorporated to see work in action.
- All displays have a clear, main heading to unite the work (year group on the corridor and theme in hall displays). Key objective statements are included within the display to demonstrate the key learning objective children have achieved.
- All displays have written comments from children within the class, encouraging peer assessment.

SEN and inclusion

The whole school policy on equal opportunities will be adhered to in history. In order to ensure that we offer all children effective learning opportunities, we aim to provide work that is of a challenging nature for children of different abilities and aptitudes in each year of each key stage. Work is planned with the intention of motivating children, enabling them to understand and review their learning.

In history the differentiation is mainly by outcome, though in cases where pupils have special educational needs, there may be the need to provide adaptations by task in order to cater for

children's diverse learning needs; detailed in the art leader's SEN provision for subject leads document.

Equal Opportunities and Special Needs

All pupils have equal opportunity to reach their full potential across the History Curriculum regardless of their race, gender, cultural background, ability or any physical or sensory disability. Wherever practicable, provision will be made for pupils with special educational needs, when this affects their ability to participate and achieve in a History lesson.

SL/2025