Bryn St. Peter’s C.E. Primary School

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History Policy

**Reviewed by:** J Leigh September 2025

**Next review:** 2026

 **Introduction**

At Bryn St. Peter’s we believe that History fires pupils’ curiosity about the past in Britain and the wider world. It helps them to understand the diversity of human experience and the complexity of people’s lives, as well as how the past influences the present. Through engaging lessons and meaningful enquiry, children are encouraged to ask perceptive questions, think critically, weigh evidence and develop perspective and judgement.

This policy sets out the aims, principles and strategies for the teaching and learning of History, in line with the National Curriculum (2014) and supported by the *Collins History Scheme of Work*.

**Aims**

The aims of teaching History at our school are to ensure that all pupils:

* Develop a secure knowledge and understanding of Britain’s past and that of the wider world.
* Are able to think critically, weigh evidence and develop balanced arguments.
* Gain an understanding of historical concepts such as continuity and change, cause and consequence, similarity and difference, and significance.
* Are encouraged to ask questions, pursue their own lines of enquiry, and communicate historical understanding in different ways.
* Appreciate the achievements and struggles of past societies and individuals, and make connections to their own lives and identities.

**Curriculum and Planning**

* We follow the **Collins History Scheme of Work**, which is fully aligned with the National Curriculum.
* The scheme ensures **progressive coverage** of historical skills, concepts and knowledge across Key Stage 1 and Key Stage 2.
* Teachers use the scheme flexibly to adapt units to the needs and interests of their classes, while ensuring that key objectives are met.
* Links are made across the curriculum, particularly with literacy, geography, art and computing, to enrich learning experiences.
* Opportunities for local history studies and enrichment activities (e.g. visits to museums, historical sites, workshops, themed days) are built into planning.

**Teaching and Learning**

* History is taught through an **enquiry-based approach** as promoted in the *Collins Scheme*, encouraging pupils to investigate, interpret and question the past.
* A variety of teaching strategies are employed, including storytelling, role play, use of artefacts, research tasks, group work, and digital resources.
* Lessons are designed to be **inclusive and accessible** for all learners, with support and challenge provided to ensure every pupil makes progress.
* Historical vocabulary is explicitly taught and reinforced to support pupils in articulating their ideas.

 **Assessment**

* Teachers use assessment for learning strategies throughout units (questioning, discussion, observation, pupil self-assessment).
* End-of-unit assessments provided in the *Collins Scheme of Work* support teachers in measuring pupil progress against learning objectives.
* Assessment information is used to inform planning and shared with parents/carers through reports and consultations.

**Roles and Responsibilities**

* The History Subject Leader will, using subject triangulation:
	+ Monitor the quality of planning, teaching and learning.
	+ Support staff with training and resources.
	+ Ensure progression and consistency across year groups.
	+ Lead the evaluation and review of the *Collins Scheme of Work* to ensure it continues to meet school needs.
* Class teachers are responsible for delivering high-quality lessons and ensuring curriculum coverage in line with the policy.

**Inclusion and Equal Opportunities**

* All pupils, regardless of background or ability, are entitled to a broad and balanced history curriculum.
* Lessons are adapted and differentiated to ensure inclusion of children with SEND, EAL and higher ability pupils.
* A diverse range of cultures, voices and perspectives are reflected in the curriculum to promote equality and cultural awareness.

## Adaptive Teaching

We recognise that all children learn differently, and adaptive teaching is central to our approach. Teachers use ongoing assessment to identify pupils’ strengths and barriers to learning, adjusting tasks, scaffolding, and resources to ensure that every child can access the history curriculum. This may include breaking down complex texts, providing visual or practical resources, pre-teaching vocabulary, or offering extension opportunities for higher attainers. Group work, questioning, and a variety of recording methods allow all pupils to demonstrate their understanding. Through adaptive teaching, we strive to make history engaging, inclusive, and challenging for all learners.

**Resources**

* The *Collins History Scheme of Work* is the primary planning resource.
* Additional resources include artefact boxes, digital archives, library materials and museum loan services.
* ICT is used to enhance historical understanding through research, digital timelines and interactive activities.

**Monitoring and Review**

This policy will be reviewed every two years by the History Subject Leader in consultation with staff. Updates will reflect changes in curriculum guidance, school priorities and feedback from monitoring.

**Approved by:** J. Alcock
**Date:** 01/10/2025
**Review Date:** October 2027