Park Brow Primary School
Happy - Respect - Pride - Caring - Potential

# History Policy
# Updated September 2026

## Vision

Through the History Curriculum at Park Brow Primary School, we strive to inspire a curiosity within our children so that they can acquire a greater understanding of the world which we live in. We aim to develop an understanding of British History and that of the wider world. We aim to give every child the tools to think like a historian, and question the impact that history has had on the world in which we live today.
British values are woven into our History curriculum promoting values such as Mutual Respect, Tolerance and Individual Liberty.
We, at Park Brow, feel it is so important for the children to have a value of History and to understand the mistakes that humans have made in the past and to learn from these. Likewise, it is equally important for the children to appreciate the inventions and key teachings of History, to continue the vast achievements of human kind and to feel inspiration to repeat these.
At Park Brow, we work to inspire the children, so that they have a lifelong love of History and to create a buzz and love for History learning.

## Intent

Through the History Curriculum at Park Brow Primary School, we work to develop an understanding of chronology as well as a knowledge and understanding of how the local area has changed over time. The children are given the opportunity to examine, interpret and evaluate a variety of sources in order to make deductions about the past. They are taught to think and behave as historians and archeologists. The children are also encouraged to pose their own historical questions. We investigate how and why their world has changed, as well as what we can learn from the past to make the future a better place. A Local History theme week is woven into the curriculum in order for our children to identify themselves and their surroundings within the timeline of History and to create a buzz and love for History learning. Assemblies, theme week, school trips and enhancement days are used within the History curriculum to develop a deeper understanding of the time periods studied.
The curriculum has been organised and established in full consultation with all teaching staff. Staff took the "ingredients" of the new National curriculum and decided together how these ingredients could be put together in the most exciting and effective way.
It is regularly reviewed and developed in accordance with DfE guidelines, the School Improvement Plan, and following consultation with Governors, Parents, Children and Teaching Staff. History should be concerned with stimulating the children's interest and understanding about the life of people who lived in the past. We aim for the children to develop a sense of identity and a cultural understanding based on their historical heritage. We teach children to understand how events in the past have influenced our lives today; we also teach the children to investigate these past events and, by so doing, develop the skills of enquiry, analysis, interpretation and problem solving.

## History Aims

At Park Brow Primary School our intention is to provide quality teaching
and learning of history. We aim:

- To develop a knowledge and understanding of the history of the British Isles as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- To develop a knowledge and understanding of significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- For children to gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- For children to 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, including written narratives and analyses
- To develop an understanding of the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- To promote an interest in the past
- To develop an understanding of events over time and in a chronological structure
- To learn about the roles that individuals and events have played in shaping modern society
- To develop an ability to investigate and interpret different versions of past events
- To learn to study historical evidence and to ask and answer questions about the past
- To develop the ability to communicate historical knowledge and understanding using a variety of techniques
- To encourage children to understand other people, their beliefs, thoughts, values and experiences
- To develop an awareness of the world around them
- To develop an understanding of society and their place within it, so that they acquire a sense of their cultural heritage
- To develop a knowledge and understanding of historical development in the wider world
- To use historical vocabulary fluently and revisit knowledge learnt in order to retain it

We also seek to encourage children to develop the following skills:

- Empathy
- Interpretation of sources
- Historical enquiry

- Communicating history dramatically and verbally
- Research

Implementation

Foundation Stage

History in the Foundation Stage is taught under the umbrella of 'Knowledge and Understanding of the World' from the EYFS. The children are supported in developing the knowledge, skills and understanding that helps them to make sense of the world. The pupils are encouraged to talk about their families and past and present events in their lives. They are beginning to gain knowledge and understanding of the world through:

- Photographs
- Listening to stories and memories of older people
- Role play activities
- Discussing events in the past and their own personal lives
- Sequencing events to gain a sense of time

Key Stage 1

Within both Key Stages historical skills are taught through our creative curriculum topics. The National Curriculum Programme of Study at Key Stage 1 focuses on developing children's 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 and identify similarities and differences between ways of life in different periods. Children should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at Key Stage 2.

Pupils should be taught about:

- Changes within living memory
- 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
- Significant historical events, people and places in their own locality

Key Stage 2

The National Curriculum Programme of Study at Key Stage 2 should continue to allow children to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

In planning to ensure the progression, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

- Changes in Britain from the Stone Age to the Iron Age
- The Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Vikings
- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- A local history study
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- 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 – Mayan civilization c. AD 900

Curriculum Drivers

In addition to the content that is driven by the curriculum objectives, we have developed curriculum drivers (alongside our cultural capital offer) – key elements that form relentless, consistent threads that run through our curriculum. These were devised by teaching staff to meet the wider needs of our children specifically as they go forward in their lives. These drivers ensure that wherever possible the curriculum is delivered in a way that explores these issues.

- Promoting Possibilities:

Children cannot aspire to things they have never encountered. At Park Brow, we work to broaden our pupils' horizons, expanding their knowledge of the world by nurturing their interests as well as encaging fearlessness of what is new or unknown.

- Increasing Knowledge of the world:

Our pupils are all part of a global community. Our aim is to help the children to gain a sense of place and understanding that they play a part in its future. At Park Brow, we provide opportunities for them to explore similarities and differences between communities and they fit into the wider world.

- Developing Emotional Awareness:

We set high standards for personal conduct and character development. Our pupils are encouraged to demonstrate integrity, empathy, kindness, compassion and respect in their interactions with peers, teachers, and the wider community.

- Embracing Cultural Richness:

We aim to expose our students to the diversity and richness of cultures worldwide. Through engaging activities, multicultural events, and exposure to different perspectives, we prepare our students to thrive in an increasingly interconnected world. At Park Brow, we celebrate diversity and strive to create an environment where all cultures are respected and appreciated.

At Park Brow Primary School, our commitment extends beyond academic excellence. We are dedicated to nurturing compassionate, aspirational, and culturally aware individuals who are well-prepared to contribute positively to society. We believe that by focusing on the personal development of our students, we equip them not only for academic success but also for a lifetime of ethical leadership and responsible citizenship. With this core belief in mind, we are steadfast in our commitment to delivering an education that not only imparts knowledge but also nurtures the moral and ethical compass of our students.

Cultural Capital

Teaching staff are encouraged to broaden the experience of the topics for the children through promotion of the outdoor curriculum, off-site visits, visitors into school and shared experiences with the wider school community, e.g. involvement with parents/carers, local, national and international school.

The curriculum is delivered through our creative, cross curricular topics, with a balance between direct teaching and child-led exploration.

Each class teacher is responsible for the delivery of the History curriculum through a 'topic based' approach which incorporates key skills and the knowledge set out in the new Primary National Curriculum.

The Roles of the History Curriculum Co-ordinator

Taking the lead in the development, evaluation and amendment of schemes of work as and when necessary

- Together support colleagues on resources, visits, visitors, curriculum changes, classroom teaching and learning ideas
- Monitoring and evaluating pupils' work and explore pupils' views about the subject
- Auditing resources and ordering resources when needed
- Keeping up to date with developments in history and disseminating information to the rest of the teaching staff

- Together provide input within staff meetings as appropriate
- Attending relevant in-service training and prompting others about relevant training

Impact

Subject curriculum plans identify links between EYFS and KS1. Topics have been chosen carefully to ensure the progression of skills throughout a child's time at Park Brow and to reflect the local area, for example Transatlantic Slave Trade is studied due to proximity to International Slavery Museum, WW11 is studied due to the impact on locality and Western Approaches Museum. It has also been constructed to allow the opportunity for children to revisit themes such as power and hierarchy, conflict and disaster and community and culture. Pupils are encouraged to record their work using a variety of methods and therefore communicate their findings to others. These may include written or verbal reports, charts, collages, models, pictures and role play activities Examples of children's work will be retained to provide evidence of on-going history, including photographic evidence of displays, presentations or field trips, and to ensure progression and continuity throughout the school.

A RAG rating system is used to assess children against the National curriculum expectations for each year group. Children will be assessed using achieved expected standard (green), working towards (yellow) and working below expected standard (red) on Sonar at the end of a unit. End of year data from each year group will be collated and used to inform planning in order to close gaps in knowledge, skills and understanding.

History will be monitored throughout the school by the History coordinator who will be responsible for gathering samples of curriculum work.

The History Leads will also monitor history books and schemes of work to ensure that the Programmes of Study are being effectively taught and match the needs and abilities of the pupils.

Monitoring and review takes place on a regular basis in accordance with the School Monitoring Cycle, the School Improvement Plan and the Creative Curriculum Action Plan.

Responsibilities and Roles

The Headteacher and Governing Body have overall responsibility for the History Curriculum, supported by the Curriculum Leader.

The Curriculum Leader is responsible for overseeing the delivery of the History Curriculum through:

- Taking the lead in the development, evaluation and amendment of schemes of work as and when necessary
- Acting as a consultant to colleagues on resources, visits, visitors, curriculum changes, classroom teaching and learning ideas
- Monitoring and evaluating pupils' work, pupils' views about the subject, displays and teachers' planning
- Providing evidence to support the writing of the School development plan and a SEF

- Auditing resources and ordering resources when needed
- Keeping up to date with developments in history and disseminating information to the rest of the teaching staff

- Leading staff meetings as appropriate
- Attending relevant in-service training and prompting others about relevant training
- Regular formal and informal discussions with staff.
- All members of teaching staff are responsible for the planning and delivery of the curriculum on a day-to-day basis and for making cross-curricular links where appropriate.
- Ensuring the staff make amendments to planning in order to optimize learning opportunities when they arise.

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