Bishop Pursglove CE Primary School

Reach Higher, Think Deeper, Love Wider

History Policy

Policy Agreed: September 2026

Policy Review Date: September 2027

Curriculum Statement

Intent

History has always been held in high regard at Bishop Pursglove Primary School, with the school's own rich history within the context of the local area a celebrated and inspiring feature of the school. The history curriculum at Bishop Pursglove Primary School makes full use resources within the immediate and wider local area enabling children to develop a deep understanding of the rich history of their locality.

Topics are informed by the national curriculum and are sensitive to children's interests, as well as the context of the local area. The history curriculum at Bishop Pursglove Primary School is carefully planned and structured to ensure that current learning is linked to previous learning and that the school's approaches are informed by current pedagogy. In line with the National Curriculum 2014, the curriculum at Bishop Pursglove Primary School aims to ensure that all pupils:

- Gain a coherent knowledge and understanding of Britain's past and that of the wider world, which helps to stimulate pupils' curiosity to know more about the past.
- Are encouraged to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.
- Begin to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Implementation

History is taught in blocks throughout the year, so that children achieve depth in their learning. Teachers have identified the key knowledge and skills of each topic and consideration has been given to ensure progression across topics throughout each year group across the school.

By the end of Year 6, children will have a chronological understanding of British history from the Stone Age to the present day. They are able to draw comparisons and make connections between different time periods and their own lives. Interlinked with this are studies of world history, such as the ancient civilisations of Greece and China. Cross curricular outcomes in history are specifically planned for, with strong links between the history curriculum and morning English lessons - enabling further contextual learning. The local area is also fully utilised to achieve the desired outcomes, with extensive opportunities for learning outside the classroom embedded in practice. Planning is informed by and aligned with the National Curriculum. Staff use Cornerstones Maestro 'Knowledge Rich' planning and resources. Furthermore, In Years 1-6, Subject Knowledge Organisers for each topic unit are accessible in the classroom, in order for children to use for support during lessons and to enable them to refer back to and makes links with their previous learning.

Consideration is also given to how greater depth will be taught, learnt and demonstrated within each lesson, as well as how learners will be supported in line with the school's commitment to inclusion. Outcomes of work are regularly monitored to ensure that they reflect a sound understanding of the key identified knowledge. Within our knowledge-rich approach, there is also a strong emphasis on people and the community of our local area. The Early Years Foundation Stage (EYFS) follows the 'Development Matters 2021 in the EYFS' guidance which aims for all children in reception to have an 'Understanding of the World.

Impact

Outcomes in Writing books, evidence a broad and balanced history curriculum and demonstrate the children's acquisition of identified key knowledge. Children review the agreed successes at the end of every session and are actively encouraged to identify their own target areas, with support from their teachers. Children also record what they have learnt comparative to their starting points at the end of every topic unit. Emphasis is placed on analytical thinking and questioning, which helps pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. This also promotes a curiosity to know more about the past. Through this study, pupils also learn to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.

Teaching and Learning Across the Whole School

There are four key historical learning strands that the children will explore over the course of their education at Bishop Pursglove Primary School:

- To investigate and interpret the past.
- To build an overview of world history.
- To understand chronology.
- To communicate historically.

As pupils develop these skills in a range of contexts, so too will they develop the ability to be independent learners, using the key historical skills they have gained to analyse, question and compare sources of evidence to form their own judgements about the past. Learning from these strands helps children to foster an enthusiasm and sense of curiosity about the past, encouraging pupils in their first steps towards being life-long learners. The Learning Intention (KS2) or WALT (KS1) for each lesson is informed by the National Curriculum 2014, and children are guided towards this within each lesson through the use of success criteria. Teaching and Learning in history is supported by a wealth of resources, including access to the Cornerstones Maestro scheme. Outdoor learning is also planned for and progressive throughout the school, and programmes of work are embedded with key knowledge, which itself has been mapped, along with key skills, to support affective assessment and ensure progression across the school.

Assessment

Assessment for learning is continuous throughout the planning, teaching and learning cycle. Key historical knowledge is taught to enable and promote the development of children's historical enquiry skills. Assessment is supported by use of the following strategies:

- Observing children at work, individually, in pairs, in a group and in class during whole class teaching.
- Using differentiated, open-ended questions that require children to explain and unpick their understanding.
- Providing effective feedback, to engage children with their learning and to provide opportunities for self-assessment, consolidation, depth and target setting.
- Book moderation and monitoring of outcomes of work, to evaluate the range and balance of work and to ensure that tasks meet the needs of different learners, with the acquisition of the preidentified key knowledge of each topic being evidenced through the outcomes.
- Use of the small steps of progression alongside specific and measurable Learning Intentions for each lesson with child and teacher review of the agreed success criteria.

Planning and Resources

Existing, history resources are stored centrally and are organised into topic themes, which are clearly labelled. The library contains a good supply of history topic books to support children's individual research. Class teachers are encouraged to have a topic table books and other artefacts are displayed and easily accessible for children. Teachers have identified the key knowledge that is being taught, as well as the skills that are being developed across each topic. Key vocabulary is also identified and displayed on Classroom Working Walls, as well as how consideration to the school's context has informed the programme of study. Cross curricular outcomes are also identified prior to teaching and these are evidenced through outcomes of work, as well as being stated explicitly in planning.

Organisation

At Bishop Pursglove, we follow a topic rich curriculum approach to learning, which means that pupils study a topic for approximately a term. English is taught mainly through topic. This allows children to enhance their knowledge of history and develop related skills through focused daily learning, throughout the duration of each block. This model also promotes the children in being able to achieve a greater depth of understanding of each topic.

EYFS

In EYFS, History is currently taught using Curriculum Maestro within the topics of: Me and My Community, Once Upon a Time, Dangerous Dinosaurs and Big Wide World. There will be other opportunities to explore the past and present within our broad curriculum or as children's interests arise. We work towards children reaching the Early Learning Goals in Understanding the World at the end of Reception, and being able to demonstrate that they can:

Understanding the World

Past and Present

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

KS1 and KS2

During Key Stage 1, children begin to develop an awareness of the past, using common words and phrases relating to the passing of time. They start to 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. They demonstrate a growing confidence and accuracy when using commonplace historical vocabulary. Through literacy and drama, children become able to ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. Children start to use, and begin to evaluate, some of the ways in which we find out about the past and identify different ways in which it is represented. Children are taught to identify changes within living memory e.g. by examining how toys and entertainment have changed within living memory and what this reveals about changes in national life. Children also investigate events beyond living memory, to develop a growing sense of chronology and awareness of time and changes over time. As part of this focus, children will study the Great Fire of London and how homes have changed over time. We will also study the lives of significant individuals in the past who have contributed to national and international achievements; the specific individuals studied will link to and support cross curricular learning.

Throughout Key Stage 2, pupils should 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. This sense of understanding of chronology will be referred to throughout this Key Stage so that children become secure in their understanding of important historical events and eras, 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 will learn to select, organise, review and present relevant historical information. Children will begin to understand how our knowledge of the past is constructed from a range of sources and that sources need to be carefully evaluated. Progression, through this Key Stage, should allow pupils to understand both the long arc of development, and the complexity of specific aspects of the content.

Equal Opportunities

At Bishop Pursglove, we are committed to providing a teaching environment which ensures all children are provided with the same learning opportunities regardless of social class, gender, culture, race, special educational need or disability. Teachers use a range of strategies to ensure inclusion and also to maintain a positive ethos where children demonstrate positive attitudes towards others. Support for specific individuals is well considered and planned for, with consideration given to how greater depth and further challenge can be provided for and demonstrated by children who require further challenge.

Inclusion

All pupils are entitled to access the history curriculum at a level appropriate to their needs. To ensure inclusion, teachers use a range of strategies in line with the school's inclusion policy. Independent tasks, as well as teaching, are also well-adapted to ensure full accessibility, as well as to provide appropriate challenge to different groups of learners. The school makes full use of additional adults who are deployed effectively to ensure that identified children are able to make progress in each curriculum area, according to their full potential. Teaching takes account of children's own interests to ensure topic relevance to all individual learners. Opportunities for enrichment are also fully utilised, to ensure a fully inclusive and engaging history curriculum and this is supported through a number of links with places of historical interest in the immediate and wider locality.

Role of the Subject Leader

The Subject Leader's responsibilities are:

- To ensure a high profile of the subject.
- To ensure a full range of relevant and effective resources are available to enhance and support learning.
- To model the teaching of history.
- To ensure progression of the key knowledge and skills identified within each unit and that these are integral to the programme of study and secure at the end of each age phase.
- To monitor books and ensure that key knowledge is evidenced in outcomes, alongside and as supported, by SLT.
- To monitor planning and oversee the teaching of history.
- To lead further improvement in and development of the subject as informed by effective subject overview.
- To ensure that the history curriculum has a positive effect on all pupils, including those who are disadvantaged or have low attainment.
- To ensure that the history curriculum takes account of the school's context, promotes children's pride in the local area and provides access to positive role models from the local area to enhance the history curriculum
- To ensure that approaches are informed by and in line with current identified good practice and pedagogy.

Parents

We actively encourage the involvement of families and the wider community to help support the teaching of history. Parents and carers are involved with supporting their children with topic- based homework. History homework tasks are well communicated and have a clear purpose, often providing children with the means to research and explore a topic to support their classroom work.