



History Curriculum Policy

Intent

At Stanford in the Vale C of E Primary School, our intent is to inspire a deep understanding of historical knowledge, skills, and concepts, drawing from local, British, and global history. We aim to ignite curiosity in our children, enabling them to explore the past and draw connections to the present day. By studying a range of historical periods, societies, and significant events, children will develop the ability to critically examine primary and secondary sources and understand how these sources shape our knowledge of history.

Our aim is to build engaged, motivated, and inquisitive learners who reflect on the past and its impact on present society. This is achieved by making cross-curricular connections, ensuring children see the relevance of history in their everyday lives.

The curriculum is structured in a progressive model, identifying the necessary skills, knowledge, and terminology at each stage. By sequencing learning logically, we guarantee that children build a solid foundation, progressing steadily as they move through school.

Implementation

The History Lead is responsible for overseeing and implementing the history curriculum. Regular monitoring and evaluation of teaching practices ensures high standards in history education, supporting the development of effective learning experiences for all children at Stanford in the Vale C of E Primary School.

Each new topic begins by revisiting prior knowledge, helping children link past learning to new concepts. Teachers will scaffold these connections, explicitly modelling historical vocabulary and knowledge. This approach encourages long-term retention and a deeper understanding of historical content.

Knowledge organisers play an important role in supporting children's learning. These organisers provide key facts and vocabulary and are used both in class and for independent learning at home. Learning walls in classrooms offer continuous scaffolding to reinforce key historical content throughout the year.

In Early Years (EYFS) and Key Stage 1 (KS1), children focus on personal, local history, starting with their own living memories and moving to broader historical events. This approach provides a strong foundation for the later study of more distant history. In Key Stage 2 (KS2), the curriculum is arranged chronologically, allowing children to build a coherent understanding of history over time. Previous learning is continuously built upon, enabling pupils to understand how different periods, events, and figures are interconnected.

The curriculum develops the following key historical concepts:

- Chronological understanding
- Significance
- Similarity and difference
- Cause and consequence
- Continuity and change
- Enquiry
- Interpretation

Impact

The impact of our history curriculum is evidenced through pupil voice, work samples, and ongoing assessment. Children demonstrate confidence in discussing their learning using historical vocabulary and show a genuine interest in history. They retain and recall what they have learned, drawing meaningful connections between past and present.

Assessment is integral to measuring progress. Through pupil work and verbal reflections, it is clear that children are learning history at an appropriate level for their age. They show a deep understanding, and their work reflects an ordered progression of knowledge, skills, and vocabulary. As a result, children remember more, know more, and can do more.

Assessment in History

Effective assessment involves continuous observation, analysis, and review by teachers to monitor progress and inform future planning.

Daily AfL (Assessment for Learning): Teachers consistently assess children's learning within lessons, making real-time adjustments to scaffolding to support children. Post-lesson assessments inform future teaching decisions.

Ongoing, Formal Assessments: At the end of each unit, children will answer the Enquiry Question in various formats (class discussions, group work, pair work, or individual responses). These assessments inform future teaching and help identify areas for improvement.

Work Monitoring: Teachers, along with the Headteacher, History Subject Lead and relevant Governor review children's work during "deep dives" to ensure the curriculum meets the needs of all learners. The work of children across different achievement levels (high, medium, low, SEND, and G&T) is monitored and discussed at Senior Leadership Team meetings.

Role of the History Coordinator

The History Coordinator plays a key role in supporting staff development, in collaboration with the Headteacher and external advisors. The coordinator will:

Regularly review samples of children's work, recording findings in the coordinator's file.

Conduct 'drop-in' sessions to observe history lessons in action, including reviewing lesson plans, talking to teachers, and engaging with pupils.

Support staff CPD (Continuing Professional Development) to ensure high-quality history teaching across the school.

By maintaining a clear vision, ensuring consistency in teaching, and offering targeted support for staff, the History Coordinator helps to sustain high standards of historical education at Stanford in the Vale C of E Primary School.

Policy Written: February 2025

Next Review: February 2026

Emma Dickinson

History Co-ordinator