



Kingsway Primary School History Policy

1. Aims and Vision

At our school, History is a vital subject that helps children understand the past, make sense of the present, and develop their place in the world. We aim to inspire curiosity, critical thinking, and a lifelong interest in history.

Our History curriculum is underpinned by our core values:

- **We care about togetherness** – we explore how communities and societies have developed and worked together over time.
- **We thrive on difference** – we celebrate diversity by learning about a wide range of cultures, perspectives, and historical experiences.
- **We are passionate about learning** – we foster curiosity, questioning, and a love of discovering the past.
- **We are inspired to grow** – we encourage reflection on how history shapes our lives and helps us learn from the past.

2. Curriculum Intent

Our History curriculum follows the **National Curriculum for History** and aims to ensure that all pupils:

- Gain a coherent knowledge and understanding of Britain's past and that of the wider world
- Develop a sense of chronology and historical context
- Understand how people's lives have shaped the nation and how Britain has influenced and been influenced by the wider world
- Ask perceptive questions, think critically, weigh evidence, and develop perspective and judgement
- Understand historical concepts such as continuity and change, cause and consequence, similarity and difference, and significance

Our **reading-inspired curriculum** places high-quality texts at the heart of learning, using books to:

- Engage and immerse pupils in historical periods
- Provide context and deepen understanding
- Support vocabulary development and comprehension
- Inspire enquiry and discussion

3. Curriculum Implementation

Structure of History Provision

- Each year group studies **three History units per academic year**
- Each unit forms a **half-term theme**, providing a rich and immersive context for learning
- Units are carefully sequenced to build knowledge and skills progressively across the school

Scheme of Learning

We follow the PlanBee scheme of learning, which ensures:

- Full coverage of the National Curriculum
- Clear progression of knowledge and skills
- High-quality, structured lesson sequences

Teachers adapt:

- Slides
- Activities
- Resources

to meet the needs of their individual classes, ensuring learning is inclusive, engaging, and responsive.

Teaching Approach

History is taught through an enquiry-based approach, encouraging pupils to:

- Ask questions about the past
- Investigate a range of historical sources
- Develop and use historical vocabulary
- Make connections and draw conclusions

Key elements of teaching include:

- Explicit teaching of chronology
- Use of primary and secondary sources
- Opportunities for discussion and debate
- Development of historical writing and oracy

Knowledge and Vocabulary

To support learning and retention:

- Each unit is supported by a **knowledge organiser**, outlining key facts, concepts, and vocabulary
- **Key vocabulary** is explicitly taught and displayed in classrooms
- Retrieval practice is used to support long-term memory

KL Grids (Know / Learned)

At the start and end of each unit, pupils complete a **KL Grid**:

- **Beginning of unit:** pupils record what they already know
- **End of unit:** pupils reflect on and record what they have learned

This supports:

- Assessment of prior knowledge
- Reflection and metacognition
- Clear demonstration of progress

4. Inclusion and Equal Opportunities

We believe History should be accessible and meaningful for all pupils.

- Learning is adapted to support all abilities and needs
- A diverse range of histories and perspectives are included
- Pupils are encouraged to see themselves reflected in the curriculum
- All pupils are supported to achieve and make progress

5. Assessment

Assessment in History is ongoing and formative.

Teachers assess pupils through:

- KL Grids (start and end of units)
- Questioning and discussion
- Written and verbal outcomes
- Use of historical vocabulary and concepts

Assessment focuses on:

- Knowledge and understanding
- Chronological awareness
- Use of historical skills (e.g. interpreting sources, explaining causes)
- Ability to communicate ideas clearly

6. Impact

The impact of our History curriculum is seen in:

- Pupils who have a secure understanding of key historical knowledge
- Children who can think critically and ask thoughtful questions
- Confident use of historical vocabulary

- Clear progression in skills across the school
- Pupils who understand how the past influences the present

7. Monitoring and Review

The History subject leader is responsible for:

- Monitoring teaching and learning across the school
- Reviewing planning, books, and outcomes
- Supporting staff with subject knowledge and resources
- Ensuring progression and consistency
- Reviewing and updating this policy regularly