



History Policy

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The importance of History

Through History, we teach children to understand different points of view, explore how we have arrived at societal injustices and to learn from the mistakes of the past in order to make better decisions for the future. Through quality teaching of History, children are encouraged to see humanity rather than stereotypes. They are taught to critically evaluate sources of information for both reliability and for what we can learn from them. Part of the reason teaching history thoughtfully is so important, is because it is often nuanced and complex. It demands that we think beyond our current frame of reference to see other points of view. When discussing sensitive topics like war, sexism, racism, slavery or genocide, children are challenged to understand multiple perspectives at the same time and to recognise that in some cases 'right' and 'wrong' cannot be clearly defined. On a fundamental level, learning from history is important because it helps us be better both as individuals and as contributors to society.

"Understanding the linkages between past and present is absolutely basic for a good understanding of the condition of being human."

- Penelope J. Corfield, historian.

Intent: what is our curriculum aspiring to achieve?

Our vision for History

Our vision for History in the Walkley curriculum is that children will be able to access a balanced, stimulating curriculum which encourages pupils to respect and understand people's different backgrounds, heritage and religion. The Walkley curriculum is about being more accurate, more inclusive and interculturally responsive. It is not about forcing one ideological perspective on children; the story should be told from as many perspectives as possible.

In order to live up to our accuracy goals, it is important that we address misconceptions, for example that the Ancient Greeks invented mathematics (when examples exist from Babylon) or that Athens was a truly democratic society (when only about 10-20% of the population could vote). We must embrace the fact that Columbus was not the first person to discover America, but that was simply the perception at the time and acknowledge that perceptions *change* over time due to new evidence and changing societal opinions.

We must point out the importance of women in history and recognise that the reason that they were not recorded is partially because the histories and records of the time were often written by educated, white, clergymen who were separated from the daily life of the ordinary people. For example, the writers of the Anglo-Saxon Chronicle may have felt that the life of Æthelflæd was only worth a few lines of text, but the people of Mercia probably felt very differently about her leadership.

Within topics, efforts should be made to challenge perceptions, but not to rewrite history. Children need to understand that we cannot be completely accurate in our perception of historical societies, but that we can continually build more accurate pictures of the past by study of primary sources and archaeology. For example, the vici of Roman Britain would have been multicultural places, with commanders from Italian provinces, a local British populace of merchants and farmers, and auxiliary soldiers drafted from modern-day Germany, Belgium, France,

Croatia, Romania, Syria and the Ukraine. However, these auxiliary units were generally not mixed. The local fort at Templeborough was occupied by the Fourth Cohort of Gauls (from France). Banna on Hadrian's Wall was occupied by Dacians (Romania and Ukraine). Here, you can see that the perception of Britain being uniformly white is challenged, but by looking at as many sources as possible, we are not teaching anachronistic tokenism. Instead, we should find genuine opportunities to make links to include wider perspectives. The writings of Arab Muslim explorer Ahmad ibn Fadlan provide some of our most detailed descriptions of the Rus Vikings, including a ship burial funeral complete with human sacrifice. Noor Inayat Khan, a Russian-born pacifist with Indian Muslim parents, was a British resistance agent in German-occupied France during World War II.

Finally, the way that historical cultures and people are represented within the classroom needs to be considered carefully. A balance needs to be struck between the different types of images of people, and always provided with a qualifier of whether or not the image is an artist's impression or if the image was made within a person's lifetime. Suitable imagery could include: statues and busts, paintings, stained glass art, mosaics, photographs of real historical people or reenactors, videos and cartoons. It is important to note, however, that an over-reliance on cartoons will create an unconscious doubt in children's minds about the existence of these historical people in reality. It is also important to consider the source of artist's representation and what ideal the artist was trying to convey. For example, the most common images of Jesus of Nazareth show him with white skin. Staff should consider the potential harm of sharing images of a man born to Jewish parents in Israel two thousand years ago as being white, and also why the artist would have presented him in that way.

The National Curriculum for History aims to ensure that all pupils:

- can sequence events in chronological order;
- develop and a chronological overview of the past;
- appreciate the similarities and differences between different cultures;
- develop knowledge and understanding of the beliefs, characteristics and behaviour of different people and show empathy with their situations, views and feelings;
- compare different accounts of historical events from a range of sources and check the accuracy of interpretations;
- explain why interpretations of the same event may be different;
- communicate understanding in a variety of ways;
- develop understanding of subject specific vocabulary e.g. abstract terms such as peasantry, civilisation, Empire, Parliament;
- ask relevant questions, evaluate sources critically, weigh evidence, consider arguments and develop perspective and judgement;
- understand historical concepts such as continuity and change, cause and consequence, similarity and difference.

At Walkley Primary, we teach History with high expectations for all children. This means that we are teaching children to have a deep conceptual understanding. We believe that all children are able to succeed in being able to understand how the world around them came to be, and that one of our primary tasks as teachers is to open their scope to the wider-world, and the many different points of view held within.

Implementation: what do we do to deliver our intent?

Overview

The National Curriculum for History states that:

*"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**. 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.**"*

The overarching narrative of history is built into our curriculum map. Across EYFS and KS1, this works backwards as we start with what life was like in our local area before moving backwards through time to cover significant people and events. This allows children to develop an understanding of 'the past' as an abstract concept from earlier today and last week to before I was born and before my parents were born. With the exceptions of the

Spanish Speaking World, Ancient Egypt and Early Islamic Culture, history is taught chronologically in KS2. Each year group explores a cultural shift which will allow children to ask and answer questions as described above. When planning, staff should carefully consider how to build a narrative of events into their lesson sequences in order to develop children's concept of cause and effect.

In EYFS, children will develop their Historical and Geographical understanding of the world through the Past and Present strand of the Early Learning Goals. Teaching within this strand will be led by the exploration of stories, including reference to maps and to important people within the children's lives. By the end of EYFS, children will have been enabled to 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; and understand the past through settings, characters and events encountered in books read in class and storytelling.

In KS1, the main historical focus is significant people and events that have changed the world. We mainly focus on the 20th and 21st centuries here, as children are still developing an understanding of the past. However, culturally significant events from further in the past are also talked about, for example the *Great Fire of London* or the *Gunpowder Plot*. The differences and similarities between modern-day Sheffield and the historical settings of traditional tales will also be discussed, such as in retellings of religious origin stories or fairy tales. The most important step also happens in KS1, as children build on the EYFS *Past and Present* strand and begin to understand how everyone's life has changed within the lifetimes of their parents and grandparents. This step is fundamental and must be deeply embedded by the end of Year 2. In KS2, we also begin to speak to the children about the lack of primary sources, using secondary sources, place name evidence and living history as well as traditional and experimental archaeology to fill in the gaps and test theories.

In KS2, we have tied the History and RE topics very closely to both the Geography and Science topics wherever possible. For example, within Year 4 the exploration of *Rivers* as a physical geographic feature has strong links with the Y4 Science topic of *States of Matter* and the Y4 History topics of *Ancient Rome*, the *Anglo-Saxons* and the *Vikings*.

Structure of Lessons

All History lessons at Walkley Primary School consist of:

- Reference to prior learning;
- Reference to where the day's learning fits in the timeline;
- A Key Question;
- Teacher input to develop knowledge and skills in order to meet the lesson objective;
- Independent tasks to develop children's understanding of key skills;
- A plenary to consolidate the learning.

Approaches to Learning

Within History lessons, children will be asked a Key Question which frames the context of the lesson (from the Key Knowledge progression document). The Learning Objective highlights the History skill that children will practise (selected from the Key Skills progression map). During their lessons, they will produce work using a variety of methods, including, but not limited to: drama, conscience alley, hot seating, group discussion, speaking and listening, photos, art, use of the forest school, extended writing and use of ICT through both iPads and Chromebooks.

Field trips and the invitation of visitors to run in-school workshops are essential opportunities for enriching and extending learning, and provide valuable experiences which are not possible to replicate in a classroom environment. The trips are a way to raise achievement by boosting pupils' self-esteem and motivation. They can also provide education around sustainable development and how we can safeguard our future.

Planning

The curriculum overview for KS1 and KS2 has been carefully mapped out to ensure that children in each year group will develop an increasingly diverse world view. Within our curriculum, there is a balance between learning about the British Isles, Europe and the wider world. As subject leaders, we strongly feel that our curriculum should

not be taught entirely through a European lens. Our History curriculum aims to challenge ideas of invasion, colonisation and slavery by looking at them from different points of view and asking questions about how human beings have been affected by global events, and how we can empathise with those who were and are still affected.

Each year group will have the opportunity to develop the key substantive and disciplinary skills for History as broken down in the headings below in examples from the Skills Progression document.



HISTORY: Progression and Sequencing of Historical Knowledge, Understanding and Skills

DISCIPLINARY CONCEPTS – How do historians think?								
	Significance – How do historians decide what was important?	Similarity & Difference – How do historians compare within the same time period?	Cause & consequence – How do historians explain how one thing led to another?	Continuity and change – How do historians observe how things change over time?	Enquiry – How do historians use sources to gather evidence of the past?	Interpretation – How do historians use evidence to form interpretations?		
Year 3	Talk about how certain important events revolutionised society. <i>e.g. How the invention of bronze tools completely changed society.</i> Be able to talk about the lives of significant individuals and their achievements. <i>e.g. Alexander the Great.</i>	Begin to identify key features, aspects and events of the time studied. Children can find out about the everyday lives of people in the society studied compared with another. <i>e.g. high and low class society in Athens vs Sparta</i>	Explain why certain changes took place and the consequences that arose from them. <i>e.g. Bronze replacing stone as a material because of the advent of ore mining (and the discover of smelting) and the movement of people facilitating progress.</i>	Children should note connections, contrasts and trends over time.	Refer to learning to answer questions. <i>e.g. Would you rather live in ancient Athens or Sparta? I would rather live in Sparta because girls were treated more equally.</i> Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.	Understand that historians have different interpretations of the past, and begin to explain why this is the case. <i>e.g. there is not enough evidence to form a full picture.</i> Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.		
Year 4	Be able to talk about the lives of significant individuals, their achievements and how they changed the world that they lived in. <i>e.g. Chosen as king of both kingdoms, Athelstan united Mercia and Wessex. He then went on to bring Northumbria into his new kingdom of Angla-londe (England). He dominated the entire island as the self-proclaimed King of All-Britain. The victory at the Battle of Brunanburh solidified his rule and an ‘English’ cultural unity, as well as creating divisions which lasted for centuries.</i>	Describe connections and contrasts between aspects of history, people, events and artefacts studied. Compare two different societies. <i>e.g. Were the Anglo-Saxons and Vikings really that different?</i>	Children to consider cause and consequence at a more human, emotional level. <i>e.g. How did having to flee her home at age 7 during the Christmas attack on Chippenham affect Æthelþlæd’s drive to eject the Vikings from Mercia?</i>	Note key changes over a period of time and be able to give reasons for those changes. Children can explain how people and events in the past have influenced life today. Discuss how borders have changed and stayed the same. <i>e.g. The Roman road of Watling Street became the border of the Danelaw. Meers Brook, Limb Brook and the River Sheaf were the border between the Anglo-Saxon kingdoms of Mercia and Northumbria. Over a thousand years later, they were still the border between Derbyshire and Yorkshire.</i>	Children can: • use a range of primary and secondary sources to find out about the past; • construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information; • gather more detail from sources such as maps to build up a clearer picture of the past; • regularly address and sometimes devise own questions to find answers about the past; • begin to undertake their own research.	Children should understand how our knowledge of the past is constructed from a range of sources. Begin to understand the difference between primary and secondary evidence and the impact of this on reliability. Investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.		
SUBSTANTIVE CONCEPTS								
	Chronology	Civilisation	Monarchy	Empire	Parliament	Living Standards	Church	Invasion
Year 5	Further development of understanding of chronology and build up of ‘anchor points’ across time from the medieval period to modern day. Start to be able to describe changes over time with reference to dates. To identify political, technological and cultural ‘periods’ of history and identify continuity and changes between them. <i>e.g. Viking Age, Tudor England, Industrial Revolution.</i> To be able to manipulate timelines with increasing level of accuracy (years → months & years).	Develop the idea of civilisation as a way of measuring a level of technology. <i>e.g. bronze age civilisation, industrial civilisation.</i> Able to distinguish between a civilisation (noun) and the use of the word civilisation (verb) as an excuse for colonisation. <i>e.g. ‘civilising the savage’.</i>	Develop idea of monarchical dynasties through primogeniture (Tudors, Stuarts etc typically passing from father to son) and claims on the throne further. <i>e.g. Mary, Queen of Scots. The Wars of the Roses.</i> Develop the idea that the power of the monarchy could be limited by others. <i>e.g. Magna Carta, Oliver Cromwell.</i>	An ‘empire’ is the realm of an ‘emperor’ (though they may call themselves something else). It may have started as a kingdom or as a republic, but through the annexation of other lands, it has grown into an empire. An empire is usually held together by proliferation of language and culture. Violence is also used to supress resistance.	Begin to develop an understanding of parliament shifting from advisory to effectively leading the British government. <i>e.g. civil war, Stuart era.</i>	Continue to develop an understanding of living standards across history. Be able to empathise with people living in those conditions and use inference to suggest resulting effects. <i>e.g. disease from dirty water.</i>	Children develop an idea of disagreements within the church leading to different denominations of Christianity. <i>e.g. Catholic Church vs Church of England</i> Understand how these changes effected the lives of common people.	The understanding of invasion being justified as ‘expansion’ or ‘colonisation’. Children to further develop their understanding of how language and culture have been used as means of control. <i>e.g. English schools, sports and forms of government in India. The Welsh Not.</i>
Year 6	Able to make links between cause and effect with reference to a timeline. To be able to manipulate timelines with increasing level of accuracy (years → months & years → exact dates).	Develop the idea of belonging to more than one place through ancestral immigration. <i>e.g. Italian-American heritage.</i>	Understand that the modern monarchies of the world are largely ceremonial.	Understanding of the limitations of empire – world wars as empire killers. Understanding of ‘empire’ in a wider sense. <i>e.g. Disney’s media empire.</i>	Develop understanding of how MPs are elected and how local government works.	Demonstrate an understanding of how living standards can improve or deteriorate, and name some factors which may cause these changes. <i>e.g. war, drought, floodina, gold rush.</i>	Be able to make comparisons between the leadership of the Church and that of other religions <i>i.e. Islam.</i>	Be able to draw distinctions between a military invasion during a war and an invasion during peace time. <i>e.g. Is there a difference between the colonisation of the Americas and the D-Day landings?</i>

Topic planning should be made evident by the collection of sequences of lesson resources, including the medium-term planning, teaching slides (Flipchart or PowerPoint) and lesson objectives, on the X:\ staff server. This will develop into a scheme of work which can be refined and adapted by future staff. Staff should discuss their sequence of learning with subject leaders before planning and then review the sequence upon completion.

Resources

The History leader has developed a bespoke interactive timeline, which allows for comparison of events around the globe and enables children to create anchor points linked to prior learning as they develop their understanding of chronology. Teachers can submit text and media to the History leaders for inclusion in the timeline to suit their teaching. Staff are also encouraged to use Google Earth/Maps as an interactive way of enabling children to understand *where* we are talking about as well as *when*. Links should also be made to how geographical features would have influenced decisions and outcomes. *e.g. 300 Spartans were able to stand hold off 250,000 Persians at Thermopylae due to the narrow pass caused by the erosion of a river to create a gorge.*

Displays

Within each classroom, there should be a dedicated 'Humanities' display board. This should showcase children's learning from the current curriculum theme. Whilst this curriculum theme may not have History as its core driver, there should be some evidence of how History has been linked to the children's learning. *e.g. examples the evolution of farming technology on a Sustainability display*

History in the Foundation Stage

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. The most relevant statements for history are taken from the following area of learning: Understanding the World.

Within:	Strand	Children will:
Nursery	Understanding the World	• Begin to make sense of their own life-story and family's history
Reception	Understanding the World	• Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past.
Early Learning Goals	Understanding the World & Past and Present	• Talk about the lives of 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

Each of the strands of disciplinary and substantive knowledge have been tracked back into the EYFS so that Early Years staff can see how these skills will develop and, conversely, KS1 staff can see the prior learning upon which they are building.

Impact: how do we ensure that children are learning?

All pupils have access to the History curriculum, with all children having equal worth regardless of culture, gender, race, academic ability or disability. We realise that a child's self-perception can be influenced by their home environment, peer groups and the media. We focus on positive gender role models such as Rosa Parks and Martin Luther King and try to provide equal attention to boys and girls. Work is differentiated to ensure that pupils of all abilities are engaged in the learning process. During field trips provision is made for certain pupils with SEN and physical disabilities.

Teachers use the use a class assessment form on each topic's medium-term plan to indicate whether a child has been able to work at age-expected levels during the topic. If they are working above or below age-expected levels, teacher indicate this on the assessment form along with an area in which the child excelled or needed more support. In the case of the latter, opportunities to reinforce the missed concept should be used to close the learning gap.

Monitoring and review

History teaching will be monitored by the History subject leaders and SLT on a termly basis. This will be done through learning walks, book scrutiny and planning scrutiny (including looking at the assessment form) to ensure that:

- the policy is applied by all staff;
- Key Skills are addressed;
- sessions are pitched at the level appropriate for the group;
- sessions are delivered in line with the agreed lesson sequence;
- accurate assessments are made of children's achievements;
- assessment information is used to inform future planning.

Responsibilities

Teaching staff have a responsibility to ensure that sequences of History lessons are planned, delivered and assessed as outlined in the policy.

Teaching assistants have a responsibility to deliver planned group sessions and provide feedback to teaching staff regarding the progress, engagement, misconceptions and achievements of the children.

Supply teachers have a responsibility to ensure that History lessons are planned, delivered and assessed as instructed by teachers in line with this policy.

Subject leaders and SLT have a responsibility to monitor whole school application of the History policy by all staff and ensure observed practice is effective. They will also deliver CPD when necessary.