

The Crescent Primary School  
Policy Reviewed: September 2026  
Next Review: September 2028  
Subject Leader: History Lead; Caroline Yeates



## History Policy

### Vision

At The Crescent Primary School, we believe that learning history helps children understand the world they live in and their place within it. Through high-quality history teaching, pupils develop an understanding of Britain's past and that of the wider world whilst building curiosity about the people, events and civilisations that have shaped society.

Our history curriculum inspires children to ask questions, analyse evidence, think critically and develop informed viewpoints about the past. By studying diverse societies, cultures and experiences, pupils gain a deeper understanding of identity, change, achievement and challenge throughout history.

Our curriculum reflects our school values of Belong, Aspire, Love and Curious, helping children to become thoughtful, knowledgeable and reflective citizens.

### Purpose of Study

At The Crescent Primary School, a high-quality history education helps pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. History inspires children's curiosity about the past and equips them to ask perceptive questions, think critically, weigh evidence, analyse arguments and develop informed judgements.

Through the study of history, children develop an understanding of the complexity of people's lives, the process of change, the diversity of societies and the relationships between different groups throughout time. History helps pupils understand their own identity and place within an ever-changing world.

### Our Values in History

#### Belong

- Children develop an understanding of how communities, societies and nations have changed over time.
- Pupils learn about their local heritage alongside British and world history.
- Children recognise that history is made up of many different voices, experiences and perspectives.
- Learning about the past helps pupils understand their place within their community and the wider world.

### Aspire

- Children learn about significant individuals whose achievements have changed society.
- Pupils develop resilience and ambition through studying historical successes and challenges.
- History encourages children to think critically, evaluate evidence and form informed conclusions.
- Children gain the confidence to ask questions and challenge assumptions.

### Love

- Children develop a love of learning through engaging historical enquiries and investigations.
- Pupils build empathy and respect through exploring the experiences of people from different periods and cultures.
- History encourages children to value the contributions of diverse groups and individuals.
- Learning about the past fosters appreciation for the world we live in today.

### Curious

- Children ask thoughtful historical questions and investigate possible answers through enquiry.
- Pupils explore a range of historical sources and evidence to deepen their understanding.
- Children develop curiosity about different periods, civilisations and people from the past.
- History encourages pupils to question, investigate and think deeply about the world around them.
- Children develop the confidence to challenge ideas and form their own evidence-based conclusions.

### Rights Respecting School

As a school, we recognise every child as a rights holder. This policy reflects the principles of the United Nations Convention on the Rights of the Child (UNCRC), particularly Articles 6, 12, 13, 17, 28 and 29, which support children's rights to education, participation, information and personal development.

### Definition of History

History is the study of past events, people and societies. It helps children understand how and why change occurs over time, how historical events have shaped the present and how evidence can be used to investigate and interpret the past.

## Aims

- Through the teaching of history, we aim to:
- Develop children's knowledge and understanding of Britain's past and that of the wider world.
- Help pupils understand how the past has influenced the present.
- Develop a secure understanding of chronology and historical change over time.
- Encourage children to ask questions, investigate evidence and make informed judgements.
- Promote understanding of different cultures, societies and civilisations.
- Develop historical vocabulary and communication skills.
- Foster empathy and respect through the study of people and events from the past.
- Enable pupils to understand that interpretations of history may differ.
- Inspire curiosity, enquiry and a lifelong interest in history.
- Promote diversity by ensuring that a wide range of historical voices and experiences are represented throughout the curriculum.
- Develop children's understanding of key historical concepts including continuity and change, cause and consequence, similarity and difference, and historical significance.
- Enable children to gain and apply an understanding of important historical concepts and abstract terms, including empire, civilisation, parliament and peasantry, alongside concepts such as monarchy and settlement.
- Help children make connections between local, regional, national and international history.
- Develop both substantive and disciplinary knowledge so that pupils build secure knowledge of the past alongside an understanding of how historians investigate, interpret and construct accounts of it.

## National Curriculum

History is taught in accordance with the National Curriculum for England.

### The curriculum ensures that pupils:

- Develop a chronologically secure knowledge and understanding of British, local and world history.
- Know and understand how people's lives have shaped Britain and how Britain has influenced and been influenced by the wider world.
- Understand significant aspects of the history of the wider world, including ancient civilisations, empires and non-European societies.
- Gain and apply a historically grounded understanding of key concepts and abstract terms, including empire, civilisation, parliament and peasantry.
- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance.

- Ask historically valid questions and use evidence to develop informed responses.
- Understand how evidence is used to make historical claims.
- Recognise that different interpretations of the past exist and develop an understanding of why these may occur.
- Gain historical perspective by making connections between local, regional, national and international history and between different historical periods.

### Early Years Foundation Stage

In the Early Years Foundation Stage, the foundations of historical understanding are developed through Understanding the World.

Children develop an awareness of past and present, recognise similarities and differences between life in the past and today, explore their own experiences and those of others, and encounter significant people, events and stories.

These experiences provide important foundations for chronological understanding, historical vocabulary and enquiry as pupils progress into Key Stage 1.

### Objectives for Our School

#### We aim:

- To provide a broad, balanced and ambitious history curriculum for all pupils.
- To ensure progression of historical knowledge and understanding from EYFS to Year 6.
- To deliver learning through engaging enquiry questions using Hampshire's six-step enquiry approach.
- To provide meaningful and relevant learning experiences.
- To ensure children encounter diverse people, cultures and viewpoints throughout the curriculum.
- To use knowledge organisers and learning journeys to support learning and retention.
- To ensure all pupils, regardless of background or need, can access and achieve within history.
- To promote deep understanding through revisiting and building upon key concepts and knowledge over time.

### Curriculum Progression

Our history curriculum is carefully sequenced from EYFS to Year 6 so that pupils build upon previous learning and develop increasingly secure historical knowledge and understanding.

Progression is planned through both substantive knowledge, including knowledge of people, events, periods and historical concepts, and disciplinary knowledge, which develops pupils' understanding of how historians investigate, interpret and construct accounts of the past.

As pupils progress through the school, they develop increasing confidence in:

- chronological understanding;
- using and applying historical vocabulary;
- recognising continuity and change;
- explaining cause and consequence;
- identifying similarity and difference;
- considering historical significance;
- analysing and evaluating historical sources and evidence;
- recognising and explaining different interpretations of the past;
- asking increasingly sophisticated historical questions;
- constructing evidence-based historical arguments and conclusions.

Teachers make explicit links to prior learning so that pupils can connect new knowledge to what they already know. Key knowledge, concepts and vocabulary are revisited purposefully to support long-term retention and increasingly sophisticated historical thinking.

### Teaching and Learning

At The Crescent Primary School, history is taught through enquiry-based learning using Hampshire's six-step approach:

- Motivate
- Collect Information
- Make Sense
- Draw Conclusions
- Challenge and Question
- Create
- Each unit begins with a key enquiry question which guides learning throughout the topic.
- Teachers will:
  - Use learning journeys to make learning intentions and the sequence of learning clear.
  - Provide knowledge organisers that identify key vocabulary, concepts and knowledge.
  - Make explicit links between current and previous units of study, helping pupils to place periods, people and events within an increasingly secure chronological framework.
  - Develop children's chronological understanding.
  - Explicitly teach historical vocabulary and terminology.
  - Teach key historical concepts including continuity and change, cause and consequence, similarity and difference, and significance.
  - Encourage pupils to use historical evidence to support ideas and conclusions.

- Develop children's understanding of how historians investigate, interpret and construct accounts of the past.
- Provide opportunities for pupils to ask historically valid questions and use evidence to justify their conclusions.
- Promote discussion, debate and critical thinking.
- Use an appropriate range of primary and secondary sources.
- Provide opportunities for both collaborative and independent learning.
- Make meaningful links to other curriculum areas where appropriate.
- Develop both substantive and disciplinary knowledge, ensuring that pupils build secure knowledge of the past alongside an understanding of how historians investigate and interpret it.
- Revisit important knowledge, concepts and vocabulary to support long-term retention.

### Historical Knowledge and Understanding

- Children will be given opportunities to:
- Develop an increasingly secure understanding of chronology and historical change.
- Learn about significant individuals, events and civilisations.
- Explore local, British and world history.
- Investigate significant aspects of local history and heritage.
- Explore cause and consequence in historical events and developments.
- Understand and apply the concepts of continuity and change.
- Identify similarities and differences within and across historical periods.
- Evaluate the significance of people, events, discoveries and achievements.
- Understand connections between local, regional, national and international history.
- Develop an understanding of historical concepts and abstract terms including empire, civilisation, parliament, peasantry, monarchy and settlement.
- Investigate historical questions through evidence.
- Recognise that there may be different interpretations of the past.
- Explore themes including government, society, civilisation and monarchy.
- Study social, cultural, religious and ethnic diversity within historical societies.
- Develop historical perspective by making connections within and across periods of study.

## Historical Enquiry and Sources

- Children will have opportunities to:
- Analyse artefacts and historical objects.
- Investigate photographs, paintings, maps and documents.
- Examine primary and secondary sources.
- Develop an understanding of different types of historical evidence and sources.
- Consider the reliability, usefulness and limitations of evidence where appropriate.
- Ask historically valid questions and develop lines of enquiry.
- Interpret evidence and draw informed conclusions.
- Explain how different interpretations of the past may be formed.
- Use evidence to support historical arguments and conclusions.
- Present findings through discussion, writing, drama and creative outcomes.
- Participate in role play and hands-on experiences where appropriate.

To enhance learning, the school makes use of Hampshire History Boxes, Hampshire County Wardrobe resources, educational visits and visiting experts where appropriate.

## Curriculum Entitlement

All pupils are entitled to a broad, balanced and ambitious history curriculum. History teaching provides pupils with opportunities to encounter significant people, events, civilisations and developments from British, local and world history.

Curriculum choices are carefully considered so that pupils encounter diverse voices and experiences and develop an understanding of the complexity of the past. Diversity is embedded meaningfully within historical study rather than being treated as an isolated element of the curriculum.

Educational visits, artefacts, historical resources and expert visitors are used where appropriate to enrich pupils' knowledge and understanding and bring historical learning to life.

## Inclusion and Equal Opportunities

We are committed to ensuring that all pupils can achieve success in history and access an ambitious curriculum.

Teachers will:

- Provide appropriate challenge and support for all learners.
- Adapt teaching to meet the needs of pupils with SEND, EAL and disadvantaged pupils.
- Identify potential barriers to learning and use appropriate adaptations to enable pupils to access the intended curriculum.

- Use strategies such as explicit vocabulary teaching, visual resources, modelling, scaffolding, pre-teaching and retrieval where appropriate.
- Ensure adaptations enable pupils with SEND to access the same ambitious history curriculum as their peers wherever appropriate, rather than unnecessarily reducing the historical content they encounter.
- Provide opportunities for extension, independence and deeper thinking.
- Use diverse and inclusive historical resources.
- Challenge stereotypes, misconceptions and bias.
- Promote equality, diversity and respect.

All pupils will have equal access to history learning regardless of gender, ethnicity, religion, disability, background or ability.

### Assessment

Assessment is an ongoing part of teaching and learning and is used to identify what pupils know, understand and can apply.

Teachers will:

- Assess pupils' historical knowledge and understanding throughout each unit.
- Use questioning, discussion, observation and pupils' outcomes to inform future teaching.
- Assess pupils against the school's agreed progression documents, considering the historical knowledge, concepts and disciplinary understanding pupils are expected to know and apply.
- Use assessment diagnostically to identify prior knowledge, misconceptions and gaps in understanding.
- Adapt teaching and revisit important knowledge where assessment identifies gaps or misconceptions.
- Record attainment and progress using the school's assessment system.
- Use assessment information to identify pupils requiring additional support or challenge.
- Retrieval activities, including the school's 3Ls approach, support pupils in retaining, recalling and connecting important historical knowledge.

### Monitoring and Evaluation

- The History Subject Leader is responsible for:
- Monitoring the quality of teaching and learning in history.
- Reviewing planning, assessment and pupil outcomes.
- Conducting learning walks, book scrutinies and pupil voice activities.
- Supporting staff with subject knowledge and curriculum development.
- Monitoring curriculum coverage, sequencing and progression.

- Maintaining and developing historical resources.
- Ensuring diversity and inclusion are reflected throughout the curriculum.
- Evaluating whether pupils know more, remember more and can apply their historical knowledge and disciplinary understanding with increasing confidence and independence.
- Considering the experiences, access and outcomes of pupils with SEND, disadvantaged pupils and other groups where appropriate.

Evidence used to evaluate the effectiveness of the curriculum may include:

- Book scrutiny
- Learning walks
- Pupil conferencing
- Assessment data and Insight tracking
- Planning reviews
- Moderation activities
- History portfolio evidence
- Monitoring of knowledge retention through retrieval practices, including 3Ls

Monitoring will be used to identify strengths and areas for development and to inform future curriculum planning, staff support and subject development.

### Impact

The impact of our history curriculum is demonstrated through what pupils know, remember, understand and can increasingly apply independently.

- Through our history curriculum, children will:
- Develop a secure understanding of chronology and historical change.
- Retain and apply key historical knowledge from across the curriculum.
- Confidently use historical vocabulary and concepts.
- Understand the significance of important individuals, events and civilisations.
- Explain continuity and change, cause and consequence, similarity and difference within and across periods studied.
- Ask historically valid questions and conduct historical enquiries.
- Analyse and evaluate a range of historical sources and evidence.
- Understand how evidence is used to support historical claims.
- Recognise that interpretations of the past may differ and explain why.
- Make meaningful connections between local, regional, national and world history.
- Draw upon prior learning when encountering new historical periods and concepts.
- Demonstrate curiosity, resilience and increasing independence as historians.

- Be prepared for the next stage of their education as knowledgeable, reflective and critical thinkers.

### Conclusion

At The Crescent Primary School, history enables children to understand the past, make sense of the present and develop their understanding of the world around them. Through our values of Belong, Aspire, Love and Curious, we aim to nurture children who are knowledgeable, reflective and inquisitive learners with a genuine appreciation of history and its importance in shaping our world.

By developing secure historical knowledge, chronological understanding, enquiry, evidence-based thinking and an understanding of different interpretations of the past, we prepare our pupils to become informed, thoughtful and curious citizens who understand how the past continues to influence the world around them.