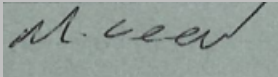




*‘Be the best you can be; together we grow from acorns
to oaks, flourishing in God’s love’*

Trust, Friendship, Respect, Forgiveness, Courage, Truthfulness

HISTORY POLICY

Policy Lead Committee:	Local Academy Committee	In consultation with: Senior Leadership Team
Approved by:	 M. Creed, Chair of Committee	Date: 15 th July 2025
Policy Date: Summer Term 1 2025	Review Date: Summer Term 1 2027	
Review Frequency: 2 Years		



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1. Introduction

At Bream Church of England Primary school, we want to encourage all children to develop and appreciation and understanding of the past, evaluating a range of primary and secondary sources. We want to develop all children to be historians who are able to explain clearly how different sources give us an insight about how people around the world used to live and how these interpretations may differ.

Children will be taught to make links between these areas of learning, with the aim of developing engaged, motivated and curious learners that can reflect on the past and make meaningful links to the present day.

2. Policy

The aims and objectives of History at Bream Church of England Primary School

- To support our children in becoming caring, confident, curious learners.
- To provide teaching that will allow all pupils to reach their full potential and experience success.
- To ensure children have a secure understanding of the passing of time – chronology.
- To ensure that children acquire key historical skills in relation to particular knowledge.
- To gain a secure knowledge and understanding of Britain's past and that of the wider world.
- To inspire children's curiosity to know more about the past.
- To equip children with the skills to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.
- To help children 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.
- To provide a medium for cross-curricular links and for reinforcement of knowledge, skills and understanding developed in other subjects.
- To form a sound basis for further study at key stage 3 and beyond.
- To be fully inclusive so that all children can access a high-quality History curriculum, through learning tasks that are appropriately matched to their abilities, providing suitable learning opportunities and challenge. To support and improve children's confidence, perseverance and self-evaluation.



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3. Planning and Progression

Each year, the children will follow the school's agreed units set out in our scheme of work by Kapow and in our progression document. These are topic based and all closely linked to the National Curriculum, showing a clear progression of practical knowledge.

The progression documents have inclusion as a golden thread and our Rosenshine pedagogy woven throughout. The medium-term planning documents will indicate what is being taught during that half-term, as well as the learning objectives being achieved.

Staff will then plan their individual lessons for children, based on their knowledge of the children's ability and previous learning. Staff will use a range of high-quality resources to plan and deliver well-structured and engaging lessons. Staff will also be aware of the previous learning to ensure consistent progression throughout each unit, with learning being built upon at all times. We will also enrich our History curriculum with relevant trips and visitors.

Our History curriculum focuses on the key historical skills:

- Chronological understanding
- Characteristic features or period/society studies
- Continuity and change
- Cause and consequence
- Interpretation of the past
- Significance
- Historical enquiry
- Connections between local, national and international history
- Historical perspective

4. Assessment

All children, when learning and being taught History should experience achievement, success and progression. Pupils' work is assessed informally on the basis of observation during the lesson, monitoring, the use of questioning, through peer- and self-assessment, developing ideas, finding evidence and through problem-solving. Other forms of assessment such as weekly reviews or end-of-unit activities will also be used to support teacher judgements. Teachers use questioning and other informal assessment strategies to encourage cross-year group links, so that children are continually reflecting and building on prior learning. The progress and attainment are then recorded onto our school tracking system, Insight. Both verbal and written feedback is given with examples of good practice shared to encourage and motivate as well as being used to address any misconceptions.



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Teachers make long term assessments towards the end of the school year, and they use these to assess progress against the learning objectives on Insights. Teachers report to parents around the effort and attainment made in History on the end of year reports.

5. Special Needs and Greater Depth

All pupils at Bream Church of England Primary School are taught History whatever their ability. It forms part of the school's policy to offer a broad and balanced education for all children. Appropriate learning opportunities are offered and support/challenge given, taking into account the targets identified on any plans/EHCPs. Specific tasks are carefully differentiated when required to meet the individual needs.

Activities both within and outside the classroom are planned in a way that encourages full and active participation by all children, matched to their knowledge, understanding and previous experience.

6. Resources

Teachers use a variety of high-quality resources and trips/visitors to deliver History lessons following the National Curriculum alongside Kapow, our scheme of work.

7. Monitoring

Monitoring of the standards of the children's work and of the quality of teaching in History is the responsibility of the subject leader and SLT. The work of the subject leader also involves supporting colleagues in the teaching of History, being informed about current developments in the subject, attending any relevant/high quality CPD, and providing a strategic lead and direction for the subject in the school.

8. Links with Christian values

We value pupils' education and aim to provide a broad and balanced curriculum that is accessible to all. We do not tolerate discrimination of any kind and our History curriculum supports the aims of our wider curriculum policy. Through learning about British history and the history of other cultures, we celebrate diversity, enabling pupils to embrace the world around them – encouraging adherence with the fundamental British values.

Our Christian Vision, 'Be the best you can be; together we grow, from acorns to oaks, flourishing in God's love.' is taken from Isaiah 61:3 – Oaks of Righteousness. "They will be called oaks of righteousness, a planting of the Lord for the display of his splendour."

This is a prophecy that looks at all sorts of people from all sorts of backgrounds. We have a real desire and belief that all children from all backgrounds will become magnificent people, making a difference in the world. Our History curriculum supports our vision through the



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exploration of how values have changed over time, and by studying significant individuals and cultures in history, we encourage pupils to make links with their own experiences and those of people in the past.

This policy is available on the school website: www.breamcofe.co.uk/policies

Paper copies are available on request from the School Office.