



Lakes Primary School

Policy for

History

Revised: September 2026

Review: September 2028

Rationale

At Lakes Primary School, history is taught to help children build a secure understanding of the past and the ways in which people, places and societies have changed. Through a carefully sequenced curriculum, pupils develop a sense of chronology, learn about significant events and individuals, and make connections between local, British and wider world history.

History also supports children to become curious, thoughtful and independent learners. They are taught to ask questions, examine evidence, recognise that accounts of the past may differ, and use historical knowledge to explain change, continuity, cause, consequence, similarity, difference and significance.

Aims

Through our teaching of history, we aim to:

- develop a coherent chronological understanding of the history of Britain and the wider world;
- learn about significant people, events, places, civilisations and cultures from the past;
- develop the vocabulary and concepts needed to talk and write about history accurately;
- understand how evidence is used to investigate and interpret the past;
- encourage curiosity, critical thinking, reflection and respectful discussion;
- develop an informed sense of identity and belonging through local and national history;
- make meaningful links between history and literacy, art, design, geography and citizenship;
- work alongside local history providers, including Kirkleatham Museum, to enrich pupils' understanding of local history and heritage;
- develop links within the community so that pupils can share and celebrate their historical learning.

Entitlement, Inclusion and Diversity

Every pupil is entitled to a broad, balanced and ambitious history curriculum. Teaching is adapted so that pupils with special educational needs, disabilities, English as an

additional language and other individual needs can participate, while pupils who demonstrate a particular strength are given appropriate challenge. The curriculum represents the diversity of people and societies and promotes respect for different cultures, beliefs and experiences.

Curriculum Framework

The history curriculum is planned with due regard to the National Curriculum for England and the Early Years Foundation Stage. Content is selected and sequenced to develop knowledge over time, while allowing teachers to respond to the interests and needs of each class.

- chronological understanding and the language of time;
- knowledge of local, British and world history;
- historical concepts, vocabulary and interpretation;
- historical enquiry using a range of sources and evidence.

At Lakes, the whole-school topic overview uses Cycle A and Cycle B across Key Stage 1, lower Key Stage 2 and upper Key Stage 2. History topics include 'Toy Story', 'Hall of Fame' and 'London's Burning' in Key Stage 1; 'Tribal Tales', 'The Invaders', 'Tudor Times' and 'Tomb Raiders' in lower Key Stage 2; and 'Fallen Fields', 'Viva La Mexico', 'Gods and Mortals' and 'The Victorians' in upper Key Stage 2. 'Land Ahoy!' and 'Redcar Rocks' provide contexts for local history and links between history and geography.

Teaching and Learning Style

History lessons provide opportunities for pupils to think and work as historians. Teachers build on prior knowledge, use retrieval and discussion to strengthen recall, and model how to ask useful questions and reach conclusions supported by evidence. Pupils are encouraged to explain their thinking in speech, writing, drawings, timelines, maps, drama and other appropriate forms.

Where possible, learning is enriched through artefacts, visits, visitors, museums, historical sites, photographs, oral history, stories, non-fiction texts, digital resources and role play. First-hand experiences are planned carefully and are used to deepen, rather than replace, pupils' historical understanding.

Planning and Progression

History is planned through the whole-school topic overview and the school's long-term and medium-term plans. Annual curriculum plans confirm the Cycle A or Cycle B topics in use.

Year groups work together to identify the knowledge, vocabulary and disciplinary skills that pupils will learn, revisit and apply. Planning shows how learning builds from earlier work and how pupils will be supported to remember important information.

Teachers use knowledge organisers, timelines, key questions and carefully chosen sources to make the intended learning clear. Historical language is explicitly taught and revisited. Planning also takes account of safeguarding, health and safety, educational visits and the responsible use of digital resources.

Early Years Foundation Stage

In the Foundation Stage, history is taught mainly through Understanding the World. Children talk about past and present events in their own lives and the lives of people who are important to them. They explore photographs, objects, stories, celebrations, family experiences and changes over time, and begin to notice similarities and differences between people, families and communities.

Key Stage 1

Pupils develop an awareness of the past and learn to use common historical vocabulary. They are taught to:

- place familiar events, people and periods in a simple chronological order;
- study changes within living memory and events beyond living memory that have national or global significance;
- learn about significant individuals and the contribution they made;
- investigate significant events, people and places in the local area;
- identify similarities and differences between ways of life;
- ask and answer questions using stories, objects, pictures and other sources.

Key Stage 2

Pupils strengthen their chronological knowledge and develop increasingly independent historical enquiry. Their studies include:

- Britain from the Stone Age to the Iron Age;
- the Roman Empire and its impact on Britain;
- Anglo-Saxon and Viking settlement and conflict;
- a local history study and a theme in British history beyond 1066;

- the achievements of an ancient civilisation;
- Ancient Greece and its influence;
- a non-European society that provides a contrast with British history.

Historical Enquiry, Visits and Experiences

Pupils learn that historians use different types of evidence, including artefacts, buildings, documents, images, maps, oral testimony and digital sources. Teachers support pupils to consider who created a source, why it was created, what it can tell us and what questions remain unanswered. Contrasting interpretations are introduced when they are appropriate to the age and experience of the pupils.

Visits and visitors are selected because they add value to planned learning. Risk assessments, supervision, accessibility, safeguarding and emergency arrangements are considered in line with school procedures. Where visits are not possible, high-quality virtual or classroom experiences are used.

We aim to work alongside local history providers, including Kirkleatham Museum, to enrich learning through visits, workshops, artefacts and expertise where available. We aim to develop links with families, local residents and community organisations so that pupils can share and celebrate their historical learning. Opportunities may include exhibitions, presentations, shared projects and community events linked to the topics being studied.

Differentiation and Accessibility

Teachers plan for a range of starting points and learning needs. Support may include pre-teaching vocabulary, visual timelines, adapted sources, structured questions, models, sentence starters, adult guidance and alternative ways to record understanding. Challenge may include independent research, extended explanations, comparison of interpretations or the evaluation of evidence.

Assessment and Monitoring

Assessment is an ongoing part of history teaching. Teachers use questioning, discussion, retrieval activities, observation, written work, timelines, source work, presentations and practical outcomes to identify what pupils know, understand and can do. Assessment information is used to adapt teaching, address misconceptions and plan the next steps.

Teachers assess progress against the knowledge and skills identified for each unit and year group. Work is reviewed through the school's agreed marking and feedback approaches.

Subject monitoring includes sampling pupils' work, reviewing planning, talking with pupils and staff, and observing learning where appropriate.

Resources and Health and Safety

Resources include books, artefacts, timelines, maps, images, source packs, digital materials and links with museums and local organisations. Teachers check that resources are suitable, accurate, accessible and used safely. Any handling of artefacts, online research, visitors or educational visits is planned in accordance with school policies.

The Role of the Subject Leader

- monitor the quality and progression of history teaching across the school;
- support staff with planning, resources, subject knowledge and professional development;
- review curriculum plans, knowledge organisers and assessment information;
- promote high expectations, inclusion and accurate historical language;
- maintain and audit subject resources;
- develop links with local history providers, including Kirkleatham Museum, and community partners to enrich and celebrate learning;
- report on strengths, priorities and next steps to the Headteacher and governors where appropriate.

Monitoring and Review

This policy will be reviewed through curriculum monitoring, staff and pupil feedback, work scrutiny and consideration of national developments. The policy will be reviewed at least every two years, or sooner if requirements or school priorities change.

Policy Status and Review

Written by: Miss V Richards

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