



Escrick Church of England Primary School

History Policy

At Escrick Primary School, we believe that our curriculum should be broad, balanced, creative and relevant and should meet the needs of all our learners. Our approach to learning is to allow children to raise questions and investigate, thus developing curiosity, excitement and enjoyment of history, and giving children a thirst for knowledge alongside a growing understanding of historical facts and chronology.

Intentions

- To foster in children an interest in the past, and to therefore develop an understanding of the present in the light of the past;
- To enable children to know about significant events in local, national, European and World history and to appreciate how things have changed over time;
- To develop a sense of chronology, and understand how key events from different topics (and cultures) will fit into an overall timeline of history;
- To understand how Britain is part of a wider European culture, and to study some aspects of European history;
- To build knowledge and understanding of historical development in the wider world, and of significant historical events influential people in history – cultural capital;
- To develop the skills of enquiry, investigation, analysis, evaluation and presentation;
- To develop an understanding of and interest in the history of their own locality and to enrich other areas of the curriculum.

We help the children to develop a sense of identity and a cultural understanding based on their historical heritage. Thus, they learn to value their own and other people's cultures in modern, multicultural Britain and, by considering how people lived in the past, they are better able to make their own life choices today.

Planning and implementation

Through our curriculum, we explore significant 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 future. We have used topics and themes to support our pupils further in making those important connections both within history and also across all national curriculum subjects.



Whole School Topics

We study:

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
School community and Families	Dinosaurs (World)	G Fawkes (Local)	Railways (Local)	Romans (World)	Victorians (British)	Shang Dynasty (World)
Celebrations/festivals	Castles (Local)	Kings and Queens (People)	Stone Age (British)	Anglo Saxons (British)	Ancient Egypt (World)	WW2 (British and Local)
People who help us	Toys Nursing	Tudors (British)	Ancient Greece (World)	Vikings (British/Local)	Mayans (World)	Crime and Punishment (World, British and Local)
Seaside	(People)					

Progression of knowledge

We have chosen three key themes to run through our history curriculum to help children make connections in their learning. These themes are:

- 1. Power**
- 2. Changing Lives**
- 3. Technology**

By having these themes, it allows pupils to track progression of knowledge over time by revisiting these areas to look for connections, contrasts and trends. These themes also fit with the curriculum at KS3 and 4 (Power and Technology are two of the factors they will need to study and Changing Lives is one of the thematic topics). Our three focused themes have a strong profile across the whole school and are displayed in all classrooms. Teachers are explicit when teaching a topic or lesson that relates to one of these themes and may cover more than one theme while studying a specific topic. We have designed a progression of skills to allow our pupils to become proficient in:

- 🔍 Asking perceptive questions
- 🔍 Thinking critically
- 🔍 Reviewing and discussing evidence
- 🔍 Holding arguments
- 🔍 Developing perspective and judgement



Medium term planning will take place as appropriate – we use the Focus Education planning to provide a basis for some of our lesson planning, supplemented by other resources. Differentiation of activities will be made in the weekly planning as appropriate to the pupils being taught based upon assessment of their prior knowledge, understanding and skills. A variety of activities and learning styles are planned for. Short term planning should indicate what the whole class, groups of children or individuals will do and provide an opportunity to make notes of successes and needs. Teachers will need to think about their short-term plans on a lesson-by-lesson basis.

Our aim is to help children understand that historical events can be interpreted in different ways, and encourage them to ask searching questions – not just “What happened...?” but also ‘How do we know?’ In learning history, pupils will use a range of resources such as photographs, portraits, artefacts, written materials, ICT, TV / video extracts. Visitors may come in to school and talk about their experiences/ knowledge of events in the past. Wherever possible, school trips and enrichment days take place to help deepen children’s learning. We include as many opportunities as we can to involve children in practical historical research and enquiry, including research into the local environment.

Cross-curricular opportunities should be explored at the medium- and short-term planning stages. The use of **Focus History** enables the teaching of History through English and vice versa. As well as links to reading, writing and vocabulary, links may be made, in particular, with maths, computing, geography, art and design technology.

Displays of history work should pose questions, inform on a topic area and celebrate children’s achievements and knowledge. Where possible, interactive displays will be planned for so pupils can explore. Permanent timelines are on display in classrooms from Years 2 to 6 to allow for building a sense of chronology not only in history lessons but also in other lessons when relevant.

Equal opportunities in history will be given to all pupils. History can provide opportunities for spiritual, moral, social and cultural development. We aim to develop children’s awareness and understanding of gender, cultural, spiritual and moral issues, and develop in them a sense of identity and citizenship. They will be able to find out about how issues have been approached in the past and reflect on historical events from a 21st century viewpoint.

EYFS – We relate all aspects of the children’s work to the objectives set out in the EYFS areas of learning and development which underpin the curriculum planning for children aged three to five. Children are given opportunities to talk about past events of family members and may explore how places used to be.



Assessment and reporting

To assess pupils' progress in history, we gather evidence of what individual pupils know, understand and can do in history by observing them at work, listening to and discussing with them, and evaluating any work they produce. This happens formatively each lesson. Teachers make more formal end of topic assessments of progress and an annual assessment of attainment for each pupil as part of the child's annual report to parents. We pass this information on to the pupils' next class teacher(s) at the end of each year.

Teachers update parents termly about which history units are being covered via termly letters and/or class pages on our website. Marking of history work will follow guidelines outlined in our Marking and Feedback Policy.

The role of the History Subject Leader is to:

- provide leadership and direction for the subject
- monitor planning and progression in the subject
- play a key role in supporting, and providing resources for, teachers in the subject
- evaluate effectiveness of teaching and learning, the subject curriculum and progress towards pupils meeting year group standards through regular monitoring
- understand how the subject contributes to the SDP

The history subject leader will carry out book scrutinies and learning walks, monitor assessments and deliver staff meetings as appropriate. The history subject leader will ensure this policy is kept up to date.

Date: October 2026

To be updated: October 2027