

# WESTFIELD PRIMARY

## History Policy

Updated November 2025

Review date: November 2026

This Policy was reviewed by Miss E Townson



Historical understanding fires children's curiosity and imagination about events from the past. It connects Britain's past with the present and the future. It helps children make sense of our place in the world and is central to their development as informed, active and responsible citizens. Children learn how societies are organised and shaped by people's values and actions, and how communities can live and work together. They learn about diversity and interdependence, fairness, justice and democracy. They begin to understand how events that happened in Britain long ago or in other countries can affect our lives today, and how our actions shape the future. Children are involved in field studies out of school on both day and residential trips.

**We aim:**

- to understand the present in the light of the past
- to develop a sense of identity through learning about the development of Britain, Europe and the wider world
- to contribute to pupils' knowledge and understanding of other countries and cultures
- to enrich and support other areas of the curriculum through an historical perspective

Each phase team teaches topics that ensure progression through the key stages. The content is in accordance with the requirements of the History National Curriculum (2014).

## **Key Stage 1**

Pupils are encouraged to develop an awareness of the past, using common words and phrases relating to the passing of time. They are expected to know where the people and events they study fit within a chronological framework and to identify similarities and differences between ways of life in different periods. They are expected to use a wide vocabulary of everyday historical terms. They are encouraged to ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They are expected to understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Pupils are taught about:

- changes within living memory
- events beyond living memory that are significant nationally or globally (for example, the Great Fire of London)
- the lives of significant individuals in the past who have contributed to national and international achievements; some of these should be used to compare aspects of life in different periods (for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, Mary Seacole and/or Florence Nightingale and Edith Cavell)
- significant historical events, people and places in their own locality

## **Key Stage 2**

Pupils 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 look at connections, contrasts and trends over time and develop the appropriate use of historical terms. They devise historically valid questions about change, cause, similarity, difference and significance. They learn how our knowledge of the past is constructed from a range of sources.

Pupils are taught about:

- changes in Britain from the Stone Age to the Iron Age
- the Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- a local history study
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- the achievements of the earliest civilisations - an overview of where and when the first civilisations appeared: Ancient Sumer; Ancient Egypt
- Ancient Greece - a study of Greek life and achievements and their influence on the western world
- a non-European society that provides contrasts with British history - for example, Mayan civilisation c. AD 900

## Teaching and Learning

All staff are responsible for supporting the delivery of the History curriculum. As well as class work, children work individually and as part of a group. A variety of teaching methods are used, including:

- fieldwork, museum visits and trips to historic sites
- role play and drama
- discussions and debate
- television, audio recordings, DVDs and computer software
- presentations by the teacher (including storytelling)

A bank of resources is available, including reference books, posters, photographs, CDs and DVDs, computer software and artefacts. Most resources are arranged under topics (e.g. Invaders and Settlers, Tudor Britain, Victorians) and are stored in labelled boxes in the Resource Room.

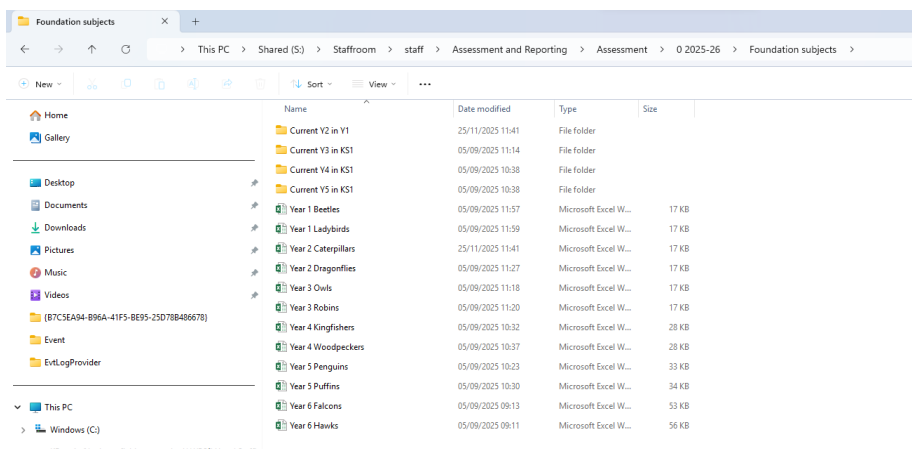
## Inclusion

All children have access to the History curriculum. Materials will be simplified where necessary and additional support given to less able pupils. More able pupils will be expected to undertake work of a more complex nature and use a wider and more challenging range of resources. History in both key stages is covered as part of the creative curriculum. Links will be made with Science, Mathematics, Geography, Literacy, Learning for Life, Art and Design Technology.

## Assessment

Children will be assessed through marking of written work and through teacher assessment of fieldwork and practical activities.

Teachers select their class from the file path below and update each child each term with a foundation assessment for History, with any follow up actions as seen in the example below.



| Summer 2025 Year 2 |     |           |         |       |     |     |   |
|--------------------|-----|-----------|---------|-------|-----|-----|---|
| Art                | DT  | Geography | History | Music | PE  | L4L | RE  |
|                    |     |           |         |       |     |     |   |
|                    |     |           |         |       |     |     | word mats; visual prompts; fine motor skill development |
|                    |     |           |         |       |     |     |   |
|                    |     |           |         |       |     |     |   |
|                    |     |           |         |       |     |     |   |
|                    |     |           |         |       |     |     |   |
|                    |     |           |         |       |     |     | EAL/Language support                                    |
|                    |     |           |         |       |     |     |   |
|                    |     |           |         |       |     |     |   |
|                    |     |           |         |       |     |     |   |
|                    |     |           |         |       |     |     | EAL Language support                                    |
|                    |     |           |         |       |     |     |   |
|                    |     |           |         |       |     |     | EAL language support                                    |
|                    |     |           |         |       |     |     |   |
| 28                 | 28  | 28        | 28      | 26    | 28  | 28  | 28  |
| 7%                 | 7%  | 14%       | 14%     | 8%    | 4%  | 7%  | 7%  |
| 86%                | 93% | 86%       | 86%     | 92%   | 82% | 82% | 93%   |
| 7%                 | 0%  | 0%        | 0%      | 0%    | 14% | 11% | 0%  |