



History Policy

Completed by:	Mrs M Norris
Date Implemented:	September 2026
Review date:	September 2027

Vision and Intent

At Stanley Crook Primary School, we believe that history helps pupils understand the world in which they live by developing knowledge of the past and its influence on the present. Through a broad, balanced and ambitious history curriculum, we aim to inspire curiosity, develop critical thinking and encourage pupils to become informed and responsible citizens.

In line with our school vision, we provide a book-led, reading-rich curriculum that is dynamic, meaningful and engaging. We aspire for all pupils to develop a secure understanding of local, national and world history whilst acquiring the historical knowledge, vocabulary and enquiry skills necessary for future learning.

Through the teaching of history, pupils will:

- Develop a coherent chronological understanding of Britain's past and the wider world.
- Understand how historical events and individuals have shaped society.
- Ask perceptive questions and think critically about evidence.
- Recognise that interpretations of history may differ.
- Develop respect for diverse cultures, societies and viewpoints.
- Gain a sense of identity, community and belonging.
- Appreciate the significance of local history within Stanley Crook, County Durham and the North East.

Our curriculum reflects our mission:

"To try our best, to tell the truth, to look after each other and our community."

Aims

The history curriculum aims to ensure that all pupils:

- Know and understand the history of Britain as a coherent chronological narrative.
- Know and understand significant aspects of world history and ancient civilisations.
- Develop understanding of historical concepts including:
 - chronology
 - continuity and change
 - cause and consequence
 - significance
 - similarity and difference
 - interpretation
- Use historical enquiry skills to investigate the past.

- Understand how evidence is used to construct historical accounts.
- Develop historical vocabulary.
- Gain historical perspective through studying local, regional, national and international contexts.
- Foster a lifelong interest in history and heritage.

These aims reflect those outlined within the National Curriculum for History.

Curriculum Intent

Our history curriculum is carefully sequenced to ensure progression of knowledge, skills and vocabulary from EYFS to Year 6.

The curriculum has been designed to:

- Build substantive historical knowledge over time.
- Develop disciplinary knowledge through historical enquiry.
- Ensure pupils understand where periods fit within wider chronology.
- Promote historical literacy through high-quality texts and reading opportunities.
- Strengthen pupils' oracy and vocabulary development.
- Provide meaningful opportunities for SEND pupils to access learning successfully.
- Incorporate local history and heritage wherever appropriate.
- Allow pupils to revisit and deepen their understanding through cumulative learning.

History topics are planned to support pupils in making connections across historical periods and developing a secure understanding of change and continuity over time.

Early Years Foundation Stage

History is taught within the EYFS Framework through the specific area of learning:

Understanding the World

Children begin to develop an understanding of:

- Past and present.
- Similarities and differences between their own lives and those of others.
- Family histories and traditions.
- Changes over time.

- Significant events and people.

Learning is supported through stories, discussions, photographs, artefacts, role play and first-hand experiences.

Teaching and Learning

History is taught through a range of approaches that encourage curiosity and active engagement.

Teachers will:

- Clearly identify substantive and disciplinary knowledge.
- Teach chronology explicitly.
- Develop historical vocabulary systematically.
- Use enquiry-based learning opportunities.
- Provide opportunities for discussion and debate.
- Use artefacts, photographs, maps, primary and secondary sources.
- Promote reading and research across the curriculum.
- Make cross-curricular links where these enhance learning.
- Use educational visits and visitors to enrich learning experiences.

Lessons provide opportunities for pupils to:

- Ask questions.
 - Investigate evidence.
 - Analyse sources.
 - Compare different viewpoints.
 - Present findings in a variety of formats.
 - Make informed judgements based on evidence.
-

Inclusion

At Stanley Crook Primary School, we are committed to ensuring that every pupil can access and succeed in history.

In accordance with our:

- SEND Policy
- Equality Information and Objectives
- Accessibility Plan
- Inclusion Strategy

teachers will:

- Provide appropriate scaffolding and support.
- Adapt learning where necessary.
- Use visual supports and practical resources.
- Pre-teach key vocabulary where appropriate.
- Ensure ambitious learning for all pupils.
- Provide challenge for higher-attaining pupils.

History lessons promote equality, diversity and inclusion by ensuring that pupils encounter a range of historical experiences, cultures and perspectives.

Reading and Vocabulary

In line with our whole-school priority of developing a reading-rich curriculum, history teaching actively promotes literacy.

Pupils will:

- Access carefully selected historical texts.
- Read a range of fiction and non-fiction sources.
- Develop subject-specific vocabulary.
- Engage in discussion, debate and explanation.
- Apply reading skills to historical enquiry.

Vocabulary is explicitly taught and revisited to support retention and understanding.

Local History

Local history forms an important part of our curriculum.

Pupils are given opportunities to learn about:

- Stanley Crook and the surrounding area.
- County Durham's mining heritage.
- Significant local events and individuals.
- The impact of industry on the North East.
- Changes within living memory locally.

This helps pupils develop a strong understanding of their local community and identity.

Assessment

Assessment is an integral part of teaching and learning.

Teachers will:

Assessment for Learning

- Use questioning.
- Observe discussions.
- Review pupil work.
- Check understanding during lessons.
- Address misconceptions promptly.

Assessment of Learning

Teachers assess pupils against year group expectations and curriculum objectives.

Assessment information is used to:

- Inform future planning.
 - Identify gaps in learning.
 - Support intervention where required.
 - Monitor curriculum effectiveness.
-

Monitoring and Evaluation

The History Subject Leader is responsible for monitoring the quality of teaching and learning across the school.

Monitoring activities may include:

- Lesson visits.
- Learning walks.
- Book scrutiny.
- Pupil voice.
- Planning reviews.
- Assessment analysis.
- Curriculum evaluation.

Findings contribute to subject development planning and wider school improvement priorities.

Cultural Capital

History contributes significantly to pupils' cultural capital by providing opportunities to:

- Visit museums and heritage sites.
- Engage with artefacts and historical sources.
- Meet visitors with specialist knowledge.
- Explore local and national heritage.
- Develop understanding of British values.
- Learn about diverse cultures and societies.

These experiences broaden pupils' horizons and prepare them for future success.

Safeguarding

Safeguarding is embedded throughout the curriculum.

History teaching supports safeguarding by helping pupils to:

- Understand different societies and communities.
- Develop respectful attitudes towards others.
- Challenge prejudice and discrimination.
- Recognise the importance of democracy, tolerance and mutual respect.
- Develop critical thinking skills when considering information and viewpoints.

All staff remain vigilant and follow the school's safeguarding procedures at all times.

British Values

History makes a significant contribution to pupils' understanding of:

- Democracy.
- The rule of law.
- Individual liberty.
- Mutual respect.
- Tolerance of those with different faiths and beliefs.

Through studying Britain's past and wider world history, pupils gain an appreciation of how these values have developed over time.

Roles and Responsibilities

Governing Body

The Governing Body will:

- Monitor curriculum provision.
- Ensure statutory requirements are met.
- Support continual curriculum development.

Headteacher

The Headteacher will:

- Provide strategic leadership.
- Monitor curriculum quality.
- Ensure appropriate staffing and resources.

History Subject Leader

The Subject Leader will:

- Lead curriculum development.
- Monitor standards.
- Support staff.
- Maintain an action plan linked to school improvement priorities.
- Manage resources.
- Evaluate the impact of the curriculum.

Teachers

Teachers will:

- Deliver high-quality history teaching.
- Assess pupil progress.
- Adapt learning appropriately.
- Promote enthusiasm for the subject.

Linked Policies

This policy should be read alongside the following school policies:

- Curriculum Policy
- Teaching and Learning Policy
- Assessment Policy

- SEND Policy
 - Equality Information and Objectives
 - Accessibility Plan
 - Safeguarding and Child Protection Policy
 - Behaviour Policy
 - Educational Visits Policy
 - Feedback and Presentation Policy
 - Reading Policy
-

Policy Review

This policy will be reviewed annually by the History Subject Leader and Headteacher or sooner if changes to statutory guidance require amendments.