



# Haydn Primary and Nursery School

## History Policy 2026

Policy administration	
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Version number:	2
Date of issue:	January 2026
Date of next review: (at least every two years)	January 2028

# History Policy 2026

## INTENT

### Aims and objectives

A high-quality history education equips pupils to think critically, weigh evidence, sift arguments, and develop perspective and judgement. A knowledge of Britain's past, and our place in the world helps us understand the challenges of our own time.

The aims of history education at Haydn are:

- To foster pupils' enjoyment and interest in learning about the past
- To develop children's knowledge and understanding of Britain's past: how people and events have shaped the nation and how Britain has influenced the world
- To develop pupils' sense of chronology so that they understand British history as a coherent, chronological narrative and are also familiar with the broad outlines of European and world history
- To gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.
- To develop children's understanding of important historical concepts and abstract terms so that they can use them in discussions and written accounts of past events.
- To develop in children the skills of enquiry, investigation, analysis of evidence, evaluation and presentation.

### History curriculum planning

History is a foundation subject in the National Curriculum. We are using the 2014 National Curriculum framework to adapt and develop our current planning (see below).

We carry out curriculum planning in history in three phases (long-term, medium-term and short-term). The long-term plan, or progression map, maps the history topics studied in each year group; this was created collaboratively between the history subject leader and year group teachers to ensure coverage of National Curriculum objectives, progression of skills and avoidance of repetition. Medium term plans for each subject area are created by teaching staff with an emphasis on using resources, planning a reactivation task, planning purposeful tasks, off-site trips, visitors and other experiences which will enrich children's learning. They also plan how the unit links to our core principles of diversity, sustainability and the Modern British Values. History is taught discretely but staff make meaningful links across subjects where appropriate. Prior knowledge is linked to new learning to deepen children's understanding and to ensure new concepts and skills are retained.

The year group teachers create the short-term lesson plans for each history session. These plans list the specific learning objectives and resources for each lesson. These are for the year group teachers' use but may be shared with colleagues, as necessary.

## IMPLEMENTATION

## **Pedagogy**

History teaching focuses on enabling children to think as historians. We place an emphasis on examining historical artefacts and primary sources. We look for opportunities to invite visitors into school to relate their experiences of living through significant past events. We recognise and value the importance of stories in history teaching and we regard this as an important way of stimulating interest in the past. We focus on helping children understand that historical events can be interpreted in different ways and that they should always ask searching questions, such as 'how do we know?', about information they are given.

We recognise the fact that in all classes there are children of widely differing abilities in history and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:

- setting common tasks which are open-ended and can have a variety of responses
- providing extension or challenge tasks for all children to access with scaffolds
- using mixed ability pairs to give children the opportunity to learn from peers, and their peers to extend their learning through skilful explanation
- using classroom assistants to support children individually or in a group.

Each class displays a History learning journey. This details the learning objectives for the unit of work alongside key facts, vocabulary and imagery. This is used for retrieval practice and to support children in lessons.

## **Foundation Stage**

The majority of History learning comes under Understanding the World in the EYFS.

Children are supported in developing the knowledge, skills and understanding that help them to make sense of the world. History makes a significant contribution to the ELG objectives of developing a child's knowledge and understanding of the world through activities such as dressing up in historical costumes, looking at pictures of famous people in history or discovering the meaning of new and old in relation to their own lives. Focussed activities are planned fortnightly to incorporate these opportunities, linked to a topic or theme of learning. Provision, where children have the opportunity to engage in self-initiated activities in order to develop their history skills, curiosity and a widening vocabulary, is planned weekly.

## **The contribution of history to other subjects**

### **English**

History contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that we use in Literacy lessons are historical in nature. Children develop speaking and listening skills through discussing historical questions or presenting their findings to the rest of the class. They develop their writing ability by composing reports, diaries

and letters and through using writing frames. They develop their independent non-fiction and fiction writing skills through note taking, interrogation and research.

### **Mathematics**

History teaching contributes to the teaching of mathematics in a variety of ways. Children learn to use numbers when developing a sense of chronology through doing activities such as timelines. Children learn to interpret information presented in graphical or diagrammatic form.

### **Computing**

Children use ICT in history to enhance their skills in data handling and in presenting written work, and they research information using the Internet. Children use digital cameras and I pads to record and use photographic images.

### **Personal, social and health education (PSHE)**

History contributes significantly to the teaching of personal, social and health education. Children develop self-confidence by having opportunities to explain their views on social questions such as how society should respond to poverty and homelessness. They discover how to be active citizens in a democratic society by learning how laws are made and changed, and they learn how to recognise and challenge stereotypes and to appreciate that racism is a harmful aspect of society. They learn how society is made up of people from different cultures and start to develop tolerance and respect for others.

### **Spiritual, moral, social and cultural development (SMSC)**

When teaching history, we contribute to the children's spiritual development where possible. We also provide children with the opportunity to discuss moral questions. The study of history enables children to understand that Britain's rich cultural heritage can be further enriched by the multi-cultural British society of today.

### **Special educational needs (SEN)**

At our school we teach history to all children, whatever their ability. History forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our history teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, and differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

Children identified with special educational needs and needing additional support will be provided with an Individual Provision Map (IPM). The IPM may include, as appropriate, specific targets relating to history. We enable pupils to have access to the full range of activities.

Staff also use the History SEND portrait to support them in making adaptations to curriculum planning where necessary.

### **Resources**

Resources for each unit are kept by class teachers for use by their year group. The library is building up a good supply of topic books to support children's individual research. Teachers also make use of topic collections from the Nottingham City Education Library service and artefact loans from the Nottingham City Museums Service.

## **Monitoring and review**

Monitoring of the standards of children's work and of the quality of teaching in history is the responsibility of the history subject leader. The work of the history subject leader also involves supporting colleagues in the teaching of history, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The history subject leader has specifically allocated time in which to fulfil this role by reviewing samples of children's work and visiting classes to observe teaching in the subject. They also monitor planning and ensure that the intent for History is being effectively implemented.

A named member of the school's governing body is briefed to oversee the teaching of History. This governor meets with the subject leader to review progress termly and receives a written report. Where children are to participate in activities outside the classroom, for example, a visit to an outside site, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

The history subject leader reports on:

- recent development work
- performance analysis
- pupil outcomes in relation to development priorities, their impact on teaching and learning and future developments.

Governors are also invited to monitor the effectiveness of the school through a variety of other activities including learning walks and classroom observation as per the Monitoring and Evaluation framework in the School Improvement Plan.

## **IMPACT**

### **Assessment and recording**

Throughout the school, teachers will assess children's work formatively in History, through observations, questioning, class discussions, the Friday Wrap-Up and marking. Teachers also provide summative assessments; children complete an end of unit quiz after every History topic to assess what they have learned and remembered. These assessments inform the teacher's planning for future lessons, to ensure progression of all children. Teacher also use these, as well as other classwork, to complete assessment sheets at the front/back of children's History books with key substantive and disciplinary knowledge, and some historical enquiry skills. At the end of a year, using their knowledge of the child, end of unit assessments and the front of book tick sheet, teachers assess whether children are working at, above or below the expected level for their age, based on their understanding and application of the content of the National Curriculum 2014. Progress and attainment is reported to parents through parents' evenings and end of year reports.

## LONG TERM PLAN FOR HISTORY

Year	Term	History/ Knowledge and Understanding of the World.
F1	AUTUMN	Personal History/Bonfire Night/Goose Fair
	SPRING	Mrs Mopple's Washing Line – past/present
	SUMMER	
F2	AUTUMN	Bonfire Night/Goose Fair/ Remembrance Day
	SPRING	
	SUMMER	Castles and living in the past
Year 1	AUTUMN	Changes within living memory – family trees. Local history – Goose fair
	SPRING	Polar regions. Significant individuals - Robert Falcon Scott Space. Significant people Neil Armstrong
	SUMMER	Dinosaurs – comparing ways of life to the prehistoric world. Significant people – Mary Anning.
Year 2	AUTUMN	WW1 – Remembrance Day
	SPRING	The Great Fire of London
	SUMMER	Florence Nightingale and Mary Seacole
Year 3	AUTUMN	Romans in Britain, British timeline, The destruction of Pompeii
	SPRING	History of film and film makers.
	SUMMER	Aztecs and Mayans - Explorers including Hernan Cortes
Year 4	AUTUMN	Ancient Egypt
	SPRING	Anglo Saxons
	SUMMER	Local History study – Choose a local person, event or period that has made a significant impact on local, national or global history and conduct independent research. Present their findings digitally.
Year 5	AUTUMN	Ancient Greeks
	SPRING	Local History- Tudors/ Wollaton Hall
	SUMMER	Victorians local Study/ Queen Victoria Victorian Railways
Year 6	AUTUMN	WW II linked to local history and class novel nt
	SPRING	Goose Fair British History: 20 <sup>th</sup> Century leisure and entertainme

	<b>SUMMER</b>	Late Neolithic hunter gatherers/ Or The Bronze Age/ Or Iron Age hill forts
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