

Stanborough Primary School & Nursery

History Policy



Approved by:

Date:

Last reviewed on: July 2025

Next review due by: August 2026

“high-quality history education will help pupils gain a coherent knowledge and understanding of Britain’s past and that of the wider world.”

— DfE, The National Curriculum

Intent, Implementation, and Impact

At Stanborough Primary School, our History curriculum reflects the guidance and structure provided by Kapow Primary, ensuring that pupils receive a rich, engaging and ambitious learning experience.

Intent

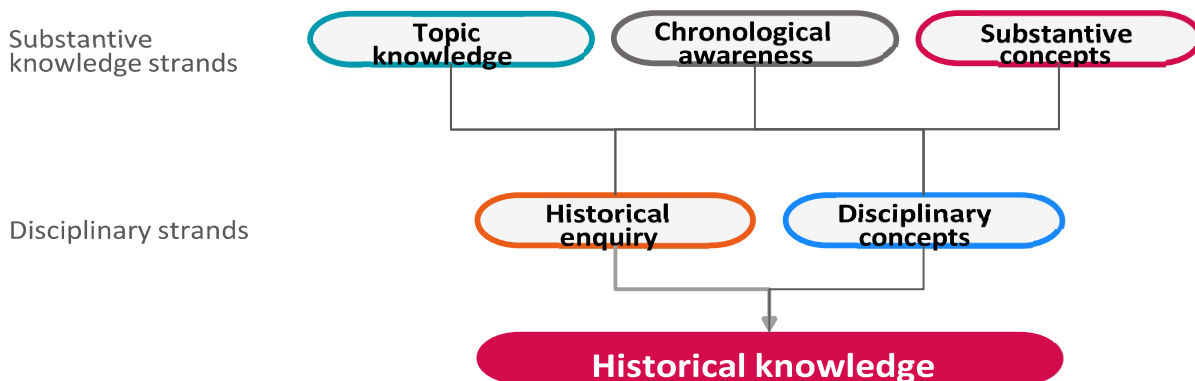
Our intent is to ensure every pupil becomes a confident, curious and analytical learner who appreciates how the past has shaped today’s society.

We aim to:

- Inspire pupils to be curious and creative thinkers with a secure knowledge of British and global history.
- Develop chronological understanding and connections over time.
- Introduce key substantive concepts (e.g. power, trade, invasion, settlement, migration, society, culture, and religion) early and revisit them to ensure progression.
- Foster empathy through understanding the complexity and diversity of societies.
- Equip pupils with the disciplinary knowledge to ask meaningful questions, analyse sources and understand differing interpretations of the past.
- Build pupils' historical vocabulary and knowledge base year-on-year, supporting the development of critical thinking skills.

Implementation

The Kapow Primary curriculum is structured to ensure that disciplinary and substantive concepts are interwoven throughout all units. The diagram below illustrates the key strands and how they interact to support chronological awareness and historical enquiry across all key stages



The Kapow Primary scheme highlights the importance of shaping historical knowledge through disciplinary approaches, as illustrated in the diagram above. These strands—chronology, substantive and disciplinary concepts, and historical enquiry—are consistently woven throughout all History units, enabling pupils to engage with the subject as young historians.

At Stanborough Primary School, History is delivered through the Kapow Primary Scheme to ensure coherence, progression, and breadth. Our curriculum implementation includes:

- An enquiry-based learning model that follows the cycle: **Question, Investigate, Interpret, Evaluate, Communicate.**
- Six-lesson units, each embedding key historical strands to deepen learning and understanding.
- A **spiral curriculum** that revisits core concepts to reinforce and extend pupils' knowledge over time.
- EYFS provision that draws on children's personal experiences and stories to build early historical awareness.
- High-quality support materials including **Knowledge Organisers, skill catchers, and assessment quizzes.**
- **History in Action** videos that connect classroom learning to real-world roles and inspire future engagement with history.
- Ongoing CPD and well-structured planning tools to develop teacher subject knowledge and confidence.

Impact

Our History curriculum is designed to ensure pupils leave Stanborough:

- With a chronologically-secure understanding of British and world history.
- Able to construct evidence-based arguments using disciplinary concepts (cause and effect, continuity and change, historical significance, etc.).
- Understanding and appreciating diversity and the legacy of significant individuals and civilisations.
- Curious, independent learners who value history and see its relevance today.
- Fully prepared to meet the Early Learning Goals (EYFS) and the National Curriculum expectations at the end of Key Stages 1 and 2.

Assessment is an integral part of our curriculum:

- **Formative Assessment for Learning (AfL):** Embedded in every lesson to inform teaching and next steps.
- **Summative Assessments:** Conducted through end-of-unit quizzes, annotated work, creative outputs (e.g. news reports, role-play, presentations).
- **Inclusive Assessment:** Offering varied methods to demonstrate understanding beyond written tasks.
- **Progress Tracking:** Teachers and the subject coordinator monitor pupils' historical knowledge, skills and conceptual understanding through termly moderation and evidence collection.

Connecting History to other areas of the curriculum

In our planning we have made meaningful links between History and other subject areas of the National Curriculum and to Spiritual, Moral Social and Cultural Development (SMSC) where incorporating content and perspectives adds value to and extends the historical understanding of our pupils. Making such links is important because it highlights to pupils the interconnectedness and interdependence of the real world but when making such connections we must maintain subject rigour and appropriate expectations in History for each stage of learning. For example the primary objective of applying key literacy and numeracy conventions to History is to enable our pupils to achieve more and better in History – i.e. to develop as young historians. To this end we must ensure that high standards of literacy and numeracy when applied to History result in equally and appropriately high standards of historical subject attainment. In each of our historical enquiries links made to other subject areas are clearly documented and as a consequence many are able to deliver effectively substantial elements of the content of other disciplines in a cross-curricular manner.

Homework

Homework in History is provided in line with whole school policy and as such is identified where appropriate within the documentation and planning for each historical investigation.

Monitoring and Evaluation and the role of the History subject co-ordinator

All teachers at our school are responsible for monitoring standards in History but the History Co-ordinator, under the direction of the Headteacher, takes a lead in this. Monitoring activities are planned across the year and form part of the History Co-ordinator's leadership schedule. In summary, these are:

- Termly staff meetings to analyse samples of pupils' history work to moderate standards (attainment and progress against outcomes and end of stage performance descriptors) to ensure consistency and that colleagues are informed of subject developments at local and national levels with which the Co-ordinator has been involved;
- The moderation of teachers' weekly planning files once per term to monitor coverage and delivery of planned enquiries;
- Lesson observations to ensure that learning and teaching is appropriately engaging and challenging and that the anticipated subject progress is being made by the pupils;
- The sampling of pupils' work twice per year to ensure that expectations in terms of subject outcomes are being maintained through the curriculum;
- Once per year the subject leader provides feedback to staff about the quality of History being taught and uses the History Portfolio of evidence to lead a discussion on standards being achieved within the subject;
- In collaboration with the Headteacher, Governors and teaching colleagues the co-ordinator drafts and finalises a yearly History Action Plan which informed by it;
- Create a portfolio of samples of pupil's work for each enquiry of the History curriculum which illustrate how each of the outcomes can be achieved for guidance for colleagues and to ensure consistency of standards.

The History Co-ordinator has the responsibility to take a lead in developing History further across the school within the school's development plan; monitoring the effectiveness of teaching and learning; and

the use of resources. Teachers and educational support staff can expect support from the History Co-ordinator arising from targets identified in the school improvement plan and from the outcomes of performance management and induction programmes.

To develop staff confidence and competence in teaching History the subject co-ordinator will:

- Attend subject professional development opportunities as they arise and in the context of the priorities of the whole School Improvement Plan together with the History Subject Development Plan;
- Identify and source staff training needs arising from the above and through induction programmes and performance management reviews;
- Arrange for relevant advice and information from professional development programmes, including courses, to be disseminated and where appropriate included in subject improvement planning;
- Where necessary lead (or arrange) school-based subject improvement training for colleagues.