



Wilkinson Primary School

Show pride and respect in all that we do

Wilkinson Primary School

History Policy

Date: September 2025



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Introduction

This policy expresses the school's purpose for the teaching and learning of History. It sets out the aims; planning of the curriculum and assessment and monitoring based on the History programmes of study (POS) for Key Stages 1 and 2 (DfE Sept 2013)

Written by:	Mr N Hodges
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Approved (governors) on	
Review Date	September 2026

Intent

At Wilkinson Primary School, our intent is for all children to aspire to learn about history, understand societal changes and influences, and develop key historical skills. History is a vital and engaging part of the curriculum that helps children understand the development of societies and their own lives. It encourages exploration of human actions, reasons behind them, and critical judgment.

We aim for all children to develop a curiosity and excitement for history, leading to insights about ourselves, our community, and the broader world.

Central to our approach is the development of both substantive and disciplinary knowledge:

- Substantive knowledge refers to the core content of history - people, events, places, and developments across time. Pupils build a secure understanding of historical facts, concepts, and narratives that help them make sense of the past.
- Disciplinary knowledge focuses on how historians work. It enables pupils to ask questions, evaluate sources, consider different interpretations, and understand how historical claims are made. This supports critical thinking and helps children understand that history is constructed and contested.

By weaving together these two strands, we ensure that pupils not only know *what* happened in the past but also understand *how* we come to know about it - developing them as thoughtful, analytical young historians.

Aims

Through history teaching, we aim to:

- Offer coherent knowledge of Britain and the world.
- Inspire curiosity.
- Encourage perceptive questioning and critical thinking.
- Understand bias in historical accounts by analysing evidence.
- Develop perspective and judgment on historical events.
- Deepen understanding of the complexity of people's lives throughout history.
- Highlight the diversity of societies and intergroup relationships.
- Help children understand their own identity and present-day challenges.



Curriculum coverage and progression:

Early Years:

- Pupils use history to support their learning for all Early Learning Goals as appropriate.
- Pupils in Foundation Stage class will have historical experiences indoors, outdoors and through role play in both child-initiated and teacher-directed time.
- The Foundation Stage staff use the 'Development Matters in the Early Years and Foundation Stage' to plan for history in a range of contexts.

Key Stage 1:

- Develop awareness of the past.
- Use time-related words and phrases.
- Place people and events in chronological order.
- Identify similarities and differences in lifestyles across time periods.
- Utilise a broad vocabulary of historical terms.
- Ask and answer questions.
- Use stories and sources to understand key events.
- Recognise methods of learning about the past.
- Identify different representations of history.

Key Stage 2:

- Develop a secure chronologically and an understanding of British, local, and world history.
- Establish clear narratives across historical periods.
- Identify connections, contrasts, and trends over time, using appropriate historical terms.
- Formulate and address historically valid questions about change, cause, similarity, difference, and significance.
- Create informed responses through thoughtful selection and organization of historical information.
- Recognise that our understanding of the past is derived from various sources.
- Acknowledge the existence of different versions of past events and reasons for these variations.

Cross-curricular approach:

History will be taught through topic lessons and creative writing, serving as a foundation for a creative curriculum where year groups focus on themed outcomes. Various subjects will incorporate history to enhance understanding of key events, figures, and changes in an engaging manner. Teachers will use different areas of the curriculum, such as computing, to make learning interactive and interesting.



History and Inclusion

At Wilkinson Primary School, we teach history to all children as part of a broad and balanced curriculum, regardless of their abilities, needs, or backgrounds. We are committed to ensuring that every pupil can access historical learning and make meaningful progress.

Our inclusive approach supports:

- Pupils with Special Educational Needs and Disabilities (SEND)
- Gifted and Talented pupils
- Pupils learning English as an Additional Language (EAL)
- Pupils with a range of physical, emotional, and cognitive needs

Inclusive Strategies in History Teaching

To meet the diverse needs of our learners, staff:

- Adapt planning and lesson delivery to suit the individual needs, strengths, and interests of pupils.
- Set open-ended tasks that allow for a variety of responses and interpretations.
- Differentiate by challenge, offering tasks of increasing difficulty to support and stretch learners.
- Use flexible grouping, including ability-based groupings when appropriate, to tailor learning experiences.
- Provide resources of varying complexity, matched to pupils' levels of understanding and skill.
- Work collaboratively with teaching assistants, who support individuals or small groups to enhance engagement and progress.
- Incorporate designated lessons during Black History Month, which celebrate and explore the contributions of the Black community throughout history, ensuring representation and relevance for all pupils.

This inclusive approach ensures that all children can participate fully in historical learning, develop key historical skills, and gain a deeper understanding of the world around them.

Monitoring:

- The impact of the history curriculum is monitored regularly by the history subject leader through pupil discussion, book scrutiny, discussion with teachers, trip and visitor evidence and lesson observations.
- Feedback from monitoring is given to individuals and groups to improve performance.
- Systematic monitoring of history teaching within school informs the subject leader's action planning and school development plan.
- The history leader conducts annual audits of the training needs of teachers and teaching assistants to improve their subject knowledge and confidence.



Assessment

- Progress in history is assessed against statements identified within planning and the subject overview. This ensures teachers are aware of each pupil's development in both substantive and disciplinary knowledge.
- Self-assessment and formative assessment are used regularly during whole-class and group teaching. Teachers observe children's confidence and difficulties, using this insight to inform future planning.
- Open questions are used to challenge children's thinking and deepen historical understanding.
- Children are encouraged to evaluate their own and others' work in a positive and supportive environment, including peer assessment at the end of each unit.
- Teachers use the school's marking policy, including live marking wherever possible, to provide instant feedback during lessons. This helps pupils to reflect, respond, and improve in real time.
- Teacher judgments are supported by a range of evidence, including photographs and videos linked to digital QR codes, which capture pupil learning and outcomes.
- Information about historical visits and visitors is shared with the wider school community through the school website, internal displays, celebration events, newsletters, and end-of-year reports.

Resources:

The school is well resourced for teaching history, including access to a range of books related to the termly topic through the Wolverhampton library services. Historical artefacts are stored in cupboards accessible for staff to use when needed.

Historical visits, visitors to school and Virtual Reality:

Visits to historical places enhance understanding of history by allowing children to visualise events and societies beyond classroom learning. Where children are to participate in offsite visits, we carry out a risk assessment prior to trip and undertake educational visits planning through the web-based system EVOLVE to ensure the trip is safe and appropriate for all pupils in our care. Classroom visitors provide valuable information and promote questioning. When physical visits are impossible, technology like VR headsets can offer virtual experiences of historical sites, such as the Mayan pyramids or Ancient Rome. However, staff must consider medical conditions, like photosensitive epilepsy, before using VR with students.

Health and safety:

Staff follow health and safety procedures when allowing children to handle artefacts, with additional guidance available in the school's health and safety policy.

Review:

- This policy will be reviewed annually by the history subject leader and leadership team and shared with the school community.

