



Chase Side Primary School

History Policy

Reviewed and Adopted by the Governors of Chase Side Primary School on Wednesday 19th November 2025

Next review: November 2027

As for all policies we undertake within our school, all aspects of the History Policy must fit with the ethos, values and vision for the school which are:

Our Ethos:

Our ethos encompasses being welcoming, inclusive, friendly, caring and ensuring that working together underpins everything we do.

Everyone has the right to expect and benefit from this ethos and these values are demonstrated in all aspects of school life. Everyone who is part of or who visits our learning community is asked to adhere to our values and ethos.

Our Vision:

- Developing confident lifelong learners
- Embracing and valuing our diversity
- Making a positive impact in our community

Our Values:

The shared values of our school include:

- Kindness
- Respect
- Friendship
- Honesty
- Resilience

Stronger Together!

Statement of intent -The importance of a History Curriculum

At Chase Side we believe that history should be concerned with stimulating the children's interest and understanding about the life of people who lived in the past. We aim for the children to develop a sense of identity and a cultural understanding based on their historical heritage. We teach children to understand how events in the past have influenced our lives today; we also teach the children to investigate these past events and, by so doing, develop the skills of enquiry, analysis, interpretation and problem solving.

Introduction

This Policy outlines the purpose, nature and management of the history taught and learnt in our school. It has been adopted by the staff of Chase Side Primary School. This Policy outlines the guiding principles by which this School will implement history in the National Curriculum.

Aims for the teaching of History at Chase Side Primary School

At Chase Side Primary School our intention is to provide quality teaching and learning of history. We aim:

- To promote an interest in the past
- To develop an understanding of events over time and in a chronological structure
- To learn about the roles that individuals and events have played in shaping modern society
- To develop an ability to investigate and interpret different versions of past events
- To learn to study historical evidence and to ask and answer questions about the past
- To develop the ability to communicate historical knowledge and understanding using a variety of techniques
- To encourage children to understand other people, their beliefs, thoughts, values and experiences
- To develop an awareness of the world around them
- To develop an understanding of society and their place within it, so that they acquire a sense of their cultural heritage
- To develop a knowledge and understanding of historical development in the wider world

The Role of the History Co-ordinator is:

- Taking the lead in the development, evaluation and amendment of schemes of work as and when necessary
- Acting as a consultant to colleagues on resources, visits, visitors, curriculum changes, classroom teaching and learning ideas
- Monitoring and evaluating pupils' work, pupils' views about the subject, displays and teachers' planning
- Auditing resources and ordering resources when needed
- Keeping up to date with developments in history and disseminating information to the rest of the teaching staff
- Leading staff meetings as appropriate
- Attending relevant training and prompting others about relevant training

Early Years Foundation Stage

History in the Foundation Stage is taught under the umbrella of 'Knowledge and Understanding of the World' from the EYFS. The children are supported in developing the knowledge, skills and understanding that helps them to make sense of the world. The pupils are encouraged to talk about their families and past and present events in their lives. and to use everyday language related to time. They are beginning to gain knowledge and understanding of the world through:

- Photographs
- Listening to stories and memories of older people
- Role play activities

- Discussing events in the past and their own personal lives
- Sequencing events to gain a sense of time

Key Stage 1

The National Curriculum Programme of Study at Key Stage 1 focuses on developing children's awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. Children should use a wide vocabulary of everyday historical terms. They should 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 should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Pupils should be taught about:

- Changes within living memory
- Events beyond living memory that are significant nationally or globally
- The lives of significant individuals in the past who have contributed to national and international achievements
- Significant historical events, people and places in their own locality

Key Stage 2

The National Curriculum Programme of Study at Key Stage 2 should continue to allow children 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 should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

Pupils should be 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 civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- 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 – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300

Programme of Study and planning

At Chase Side, we use Kapow Primary's mixed-age scheme for History, which offers full coverage of the KS1 and KS2 History curriculum. The Kapow Primary history scheme of work follows a structured spiral curriculum, where key knowledge and skills are revisited and built on at a level

which is appropriate to children's development. We follow a Cycle A and Cycle B scheme, allowing children to experience a range of topics during each Key Stage.

(See Appendix 1 for more detail)

Recording of History

Pupils are encouraged to record their work using a variety of methods and therefore communicate their findings to others. These may include written or verbal reports, charts, collage, models, pictures and role play activities. Examples of children's work will be retained to provide evidence of on-going history, including photographic evidence of displays, presentations, visiting speakers and historical visits.

Marking and Feedback

To follow the Marking and Feedback Policy.

Cross Curricular links in History

We actively encourage inter-curricular links between subjects across the School to support children with making links, using and applying knowledge and skills in a variety of ways and supporting teachers to assess children's knowledge and application more effectively.

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 are used in Literacy lessons are historical in nature. Children develop oracy through discussing historical questions or presenting their findings to the rest of the class. They develop their writing ability by composing reports and letters and through using writing frames.

Maths

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

Computing

We use computing in history teaching where appropriate. Children use computing in history to enhance their skills in data handling and in presenting written work, and they research information using the Internet. Each teacher ensures it is used as a teaching tool where appropriate, and provides appropriate and engaging opportunities for children to also use it.

Personal, Social, Health and 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 a number of social questions such as how society should respond to poverty. They learn how to recognise and challenge stereotypes. They learn how society is made up of people from different cultures and start to develop tolerance and respect for others.

Monitoring and Evaluation

History will be monitored throughout the school by the History Co-ordinator who will be responsible for gathering samples of curriculum work, monitoring planning, reviewing pitch and expectations across the across the School.

The History Co-ordinator will also monitor history books and planning to ensure that the Programmes of Study are being effectively taught and match the needs and abilities of the pupils.

Lessons will also be monitored to help promote quality of learning and standards of achievement in history.

Inclusion

Equal Opportunities

- We plan our classroom activities to challenge and involve all pupils appropriately, according to age and capability, ethnic diversity, gender and language background
- We are aware of different learning styles and the need to allow pupils to be able to work in their preferred learning styles for some of the time
- We use materials for teaching which avoid stereotyping, and bias, towards race, gender, role or disability
- We deal with such issues clearly and sensitively when they arise

Differentiation

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.

Resources

Resources are centrally stored in stored in the school loft room in themed boxes. The school's resource base contains artefacts as well as published materials. The resources help to enrich and stimulate children's historical enquiry. Resources held include artefacts, primary and secondary source documents, photographs and DVDs. A full inventory of resources is held by the Humanities Team co-ordinator.

Planning and Teaching

Currently, staff use Kapow's History planning for all year groups and are free to use other resources to support their planning. Teachers are encouraged to adapt the lessons provided by Kapow's mixed-age scheme, to ensure it meets the needs of their students. Teachers are encouraged to draw from a variety of printed and online resources, to assist their own knowledge and understandings of course content, planning and teaching of lessons.

History is taught once a term, alternating with the teaching of Geography. (see Appendix 1 for more detail)

Teachers are also aware of, and encouraged to use, themed resource boxes from the Enfield Library Service, where appropriate and if available.

Black History Month

Each year, our school takes part in Black History Months projects and activities. Topics are set out across Key Stages and include a range of areas of investigation, including human achievements, culture, literacy and significant events. The event is intended to recognise the contribution and achievements of those with African or Caribbean heritage. It's also an opportunity for people to learn more about the effects of racism and how to challenge negative stereotypes.

Remembrance Day

Each Year, our school takes part in Remembrance Day activities on, or as close to, 11th November as possible. Topics are set out across Key Stages and include a range of activities and learning opportunities. These lessons are designed to build on pupil's knowledge and maintain awareness of why the occasion is important and remembered.

Cycle A				
Term	EYFS	KS1	LKS2	UKS2
Autumn 1		What is it like here?	British History 1: Would you have preferred the live in the Stone, Bronze or Iron Age?	What is life like in the Alps? British
Autumn 2	Exploring maps	How am I making History?	Why do people live near volcanoes?	History 6: What was the impact of World War 2 on the people of Britain?
Spring 1	Peek into the Past	What is the weather like in the UK?	British History 2: Why did the Romans invade and settle in Britain?	Would you like to live in the Desert?
Spring 2	Outdoor adventures	How have toys changed?	Why are rainforests important to us?	British History 4: Were the Vikings raiders, traders or something else?
Summer 1	Adventures through time	What can you see at the coast?	British History 3: How hard was it to invade and settle in Britain?	Where does our energy come from?
Summer 2	Around the World	How did we learn to fly?	Where does our food come from?	British History 5: What was life like in Tudor England?

Cycle B				
Term	EYFS	KS1	LKS2	UKS2
Autumn 1		Where am I?	How have Children's lives changed?	Why does population change?
Autumn 2	Exploring maps	What is history?	Who lives in Antarctica?	What can the census tell us about local areas?
Spring 1	Peek into the Past	Would you prefer to live in a hot or cold place?	What was important to ancient Egyptians?	Why do oceans matter?
Spring 2	Outdoor adventures	How was school different in the past?	Are all settlements the same?	What is the legacy of the ancient Greek civilisation?
Summer 1	Adventures through time	What is it like to live in shanghai?	How did the achievements of the ancient Maya impact their society and beyond?	Can I carry out an independent fieldwork enquiry?
Summer 2	Around the World	What is a monarch?	What are rivers and how are they used?	What was the Sikh Empire?