
HISTORY POLICY



**BUTTSBURY
PRIMARY SCHOOL**

AN ACADEMY SCHOOL

Approved by:	Headteacher
Last reviewed on:	Spring 2026
Next review due by:	Spring 2029

Introduction

This policy outlines the teaching, organisation and management of History taught and learnt at Buttsbury Primary School. We use the National Curriculum and the statutory requirements to plan a progressive study of History across the school. The implementation of this policy is the responsibility of all teaching staff. The responsibility for monitoring and review rests with the History subject leaders.

Intent

At Buttsbury Primary School, the intent of our History curriculum is to inspire curiosity and a lifelong interest in the past by providing rich, engaging opportunities that draw on children's real-life experiences and local context. Children will develop a range of historical skills. In Key Stage 1, children develop an understanding of what the 'past' means by exploring significant people, local events, and time periods within and beyond living memory. The children begin to build a sense of chronology and participate in historical enquiry through artefacts, discussion and sources. As children progress into Key Stage 2, they deepen their understanding of Britain's chronological historical narrative and make comparisons with ancient civilisations across the world. They are encouraged to become critical thinkers—evaluating historical change, its causes and consequences, and its impact on modern life.

Implementation

We have a broad and balanced History curriculum at Buttsbury Primary School, where children are given rich, vibrant and meaningful opportunities within a curriculum that is ambitious for all learners. Units of learning are blocked, well sequenced and build on previous learning. Lessons ensure that progress is achieved through small steps, allowing children to develop their subject knowledge, consolidate skills and apply their learning.

At Buttsbury Primary School, History lessons may include:

- Exploration and investigation through play, observation, and structured discussion.
- Use of indoor and outdoor spaces to promote curiosity and understanding of the world.
- Engagement with artefacts and historical sources (primary and secondary) to develop enquiry skills.
- Asking and answering questions to support historical thinking and analysis.
- Trips, visitors, and workshops to enhance real-world learning experiences.
- Independent research to build skills in locating information, analysing sources, and summarising findings.

Implementation in Early Years Foundation Stage (EYFS)

Children will be taught History through the EYFS Statutory Framework 'Understanding the World.' This involves children making sense of their community, focusing on their personal experiences to increase their knowledge and sense of the world around them.

Impact

Our curriculum encourages children to be curious about the past and to be critical thinkers. By learning about the past, including local history, children have an understanding of the world they live in now and this enables them to value their own and other people's cultures in modern multicultural Britain.

As a result of our History curriculum, children are equipped with the necessary knowledge and skills for the next stage of their education.

We teach History to

- Fire pupils' curiosity about the past in Britain and the wider world.
- Help children develop an awareness of the past, using common words and phrases relating to the passing of time.
- Ask and answer appropriate questions to show that they know and understand key features of events.
- Help children to develop a chronological framework for their knowledge of significant events and people.
- Develop a range of skills and abilities – particularly those related to finding out about the past, explaining what happened and analysing events.

Through History we can also:

- Develop pupils' critical thinking skills.
- Promote pupils' awareness and understanding of the British values and SMSC.
- Develop an understanding of the world we live in today and how it is influenced by past events and key individuals.

In learning History pupils will:

- Use a range of sources such as people, the local environment, artefacts, written materials, photographs and online resources.
- Investigate significant people and events from the past.
- Work in a variety of contexts – individually, in groups and as a whole class.
- Present their knowledge and understanding in a variety of ways such as through drama, verbal presentations, debates, various writing styles/ genres, timelines and drawings.
- Select the most appropriate source of evidence and evaluate the reliability of sources.

When teaching History, we:

- Use open, higher order, questions to deepen children's thinking.
- Vary the resources and activities to ensure children are actively learning, researching and investigating.
- Scaffold the learning to allow all children to access the History curriculum.
- Use starters and plenaries to recall key knowledge and skills used, ensuring children are engaged and have opportunities to reflect on their own learning and progress.
- Use Brain Busters to reinforce key knowledge, that will be committed to a child's long-term memory.
- Deepen knowledge and understanding through the use of extension tasks, including Bloom's Taxonomy.

Assessment in History:

Recording children's Historical achievements and progress can be accomplished in a variety of ways:

- Written work
- Verbal discussions between children and adults
- Photographs
- Evidence in books
- Displays
- Key knowledge quizzes
- Make twice yearly and end of Key Stage judgements using the national curriculum statements.

Children's progress is measured against descriptions in the Early Learning Goals and the National Curriculum

In our curriculum History is taught:

- As a discrete subject but links are made with other subjects, where appropriate and meaningful (Geography, English, Art and DT.)

To teach History we use a range of resources:

Texts, artefacts, online resources, photographs, pictures, school visits to museums, visiting workshops and individual experts.

Collecting evidence about the teaching of History through:

- Monitoring of lessons, including deep dives.
- Review of planning.
- Work scrutiny.
- Progression activities with selected children.
- Analysis of attainment and progress, twice a year.

Mastery

Effective mastery in History encourages all pupils to think critically about the past and evaluate the impact of historical events on the modern world.

Pupils are able to compare and contrast customs and beliefs from one society to another.

Pupils can empathise with people of the past and analyse their motivation and decisions.

Pupils can select the most appropriate source of evidence; evaluate the reliability of sources and form their own opinion about historical events from a range of sources.

As a result of this, pupils will have comprehensive understanding of the past and develop critical thinking skills.