



History Policy 2025-27

Intent

At Stepping Stones we believe that History fires pupils' curiosity about the past in Britain and the wider world. Pupils consider how the past influences the present, what past societies were like, how these societies organised their politics and what beliefs and cultures influenced people's actions. As they do this, pupils develop a chronological framework for their knowledge of significant events and people. They see the diversity of human experience and understand more about themselves as individuals and members of society. What they learn can influence their decisions about personal choices, attitudes and values.

Topics are informed by the national curriculum and are sensitive to children's interests, as well as the context of the local area. The history curriculum at Stepping Stones is carefully planned and structured to ensure that current learning is linked to previous learning and that the school's approaches are informed by current pedagogy.

In line with the national curriculum 2014, the curriculum at Stepping Stones aims to ensure that all pupils:

- Gain a coherent knowledge and understanding of Britain's past and that of the wider world which helps to stimulate pupils' curiosity to know more about the past
- Are encouraged to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement
- Begin to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Implementation

History at Stepping Stones is taught as part of our topic-based curriculum. The objectives and themes within the National Curriculum are all covered within the different themes covered in each class documented in our half termly planning overview and our knowledge organisers. Teachers have identified the key knowledge and skills required for each year group and consideration has been given to ensure progression across topics throughout each year group across the school. Our curriculum is planned to cover a breadth of local, national and global topics.

At the beginning of each topic, children are able to convey what they know already as well as what they would like to find out. This informs the learning opportunities planned by each teacher and also ensures that lessons are relevant and take account of children's different starting points. Consideration is given to how greater depth will be taught, learnt and demonstrated within each lesson, as well as how learners will be supported in line with the school's commitment to inclusion.

Cross curricular outcomes in History are specifically planned for, with strong links between History and English lessons identified, planned for and utilised. The local area is fully utilised to achieve the desired outcomes, with opportunities for learning outside the classroom embedded in practice, for example through our links with The Bay Partnership.

Impact

Outcomes in topic and literacy books evidence a broad and balanced History curriculum and demonstrate children's acquisition of identified key knowledge. Children work with adults to review their successes in achieving the lesson objectives at the end of every session. Children also record what they have learned comparative to their starting points at the end of every topic.

Emphasis is placed on analytical thinking and questioning, which helps pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world and a curiosity to know more about the past. Through this study pupils learn to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.

Teaching and Learning Styles

At Stepping Stones we recognise that our children enter our school with widely different experiences and abilities within History. We therefore adapt our History teaching and deliverance to ensure all abilities and learning styles are effectively supported and challenged.

Learning activities may consist of:

- Groups, usually of mixed ability or differentiated tasks
- Teacher produced worksheets
- Relevant discussion at class, group or paired level
- A chance for groups to communicate findings in a variety of ways, especially through the use of Computing
- The use of role play in exploring the lives of historical figures or key events from the past
- The use of audio visual aids in presenting material to the children
- The integrated use of ICT within History lessons
- The use of internal visitors and external visits, for example through our partnerships with Lancaster University and the University of Cumbria

Early Years Foundation Stage

History opportunities in the Foundation Stage are provided through a mixture of continuous provision, enhancements and focused provision.

SEN/Inclusion and the History Curriculum

In order to provide work that is appropriate to the learning experiences of the individual children it is necessary for the teacher to be aware of the statements/individual educational programmes that apply to children in the class that they are teaching. Teachers take account of the three principles of inclusion that are set out in the National Curriculum. These principles are related to how teachers plan and teach the curriculum through:

- setting suitable learning challenges
- responding to the diverse learning needs of pupils
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

These principles are considered when developing the chosen units for use in the classroom.

Education Visits

We believe that the best way of learning is through first hand experience, because of this we try to ensure that many visits have a historical emphasis. We look for opportunities to explore local landmarks and important aspects of local history where possible so that children gain first hand experience of their local environment. Planning for educational visits follows the current guidelines produced for schools by Lancashire County Council.

Assessment and Recording

We record and assess History skills by making informal judgements as we observe and work with children in lessons, by marking work and commenting as necessary. At the end of each unit of work, teachers make a summary judgement about the work of each child, considering the end of unit goals and objectives, highlighting those met. We use these judgements as the basis for assessing the progress of pupils across school. This information can then be fed to their permanent school at the end of their placement.

Roles of the subject leader

The role of the History subject leader is to;

- Take the lead in policy development and the production of schemes of work designed to ensure progression and continuity in History throughout the school
- Support colleagues in this development of planning, their implementation of the scheme of work and in assessment and record keeping activities
- Monitor progress in History and advise the head teacher on action needed
- Conduct work sampling regularly focusing on different aspects of teaching and learning
- Take responsibility for the purchase and organisation of central resources for History

- Keep up to date with developments in History education and disseminate information to colleagues as appropriate
- Provide an annual action plan to maintain an effective and developing History curriculum.
- Raise and maintain the profile of History across school.

Monitoring and Review

The History Subject Leader will carry out monitoring in the following ways:

- Learning Walks
- Pupil and Staff questionnaires (inc. informal discussions)
- Pupil work and planning audits
- Audit of resources

Reviewed: Septemebr 2025

Reviewed by Jo Dowker

Next review: June 2027