

Windsor Community Primary School



History Policy

September 2025
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1. Our Vision and Aims

Our Vision

At Windsor Community Primary School we:

- Promote a love of learning
- Encourage children's confidence, sense of responsibility and respect for all people
- Work in partnership with families

Aims

At Windsor Community Primary School, our history curriculum aims to give pupils a solid foundation and broad overview in some of the most important periods, events and themes in British and world history. This will ensure that children have the subject knowledge and historical skills required when becoming active members of society, who have a firm understanding of the world around them, moving into their future career paths.

Intent

Our history curriculum seeks to give children a strong grounding in British history, allowing the children to explore the historical impact of each event and how it has influenced Britain and our lives today. Additionally, when exploring our world history units of work children are encouraged and challenged to make connections and comparisons between past events and how important they are in shaping the world today.

Implementation

Throughout the curriculum, pupils are taught content that defines each time period. This knowledge and understanding is meticulously planned

through medium term planning produced by the subject leader and regularly revisited and elaborated upon. Concepts that are more abstract are also carefully developed across each key stage, so that pupils gain an increasing understanding of our drivers of 'Rule' and 'Transport'. However, not only is historic knowledge and understanding taught, but also the skills of chronology, historical enquiry and historical interpretation are explicitly taught and practiced.

At Windsor, we are keen to ensure that our historians take an enthusiastic and active approach to their own learning and progress throughout the history curriculum. As a result, 'pre and post self-assessment tools' have been created for children to complete before the start of a unit of work and after the unit has been completed. These tools enable children to use their oracy skills to show their understanding of the intended learning and give them a clear view of their progress within a unit. Moreover, these assessment tools allow staff at Windsor to appropriately adapt medium term planning to meet the age appropriate needs of all learners based upon prior knowledge and develop the use of historical vocabulary, understanding and skills.

Impact

Our curriculum is deliberately ambitious. It ensures that children not only acquire the appropriate age related knowledge, understanding and skills, but challenges our pupils to make connections across time periods, and to reflect upon how important history as a subject has shaped who we are today. We hope this ensures children have a life-long passion for history and helps provide them with the cultural capital to become curious and conscientious citizens of Britain and the world that they live in.

2. Teaching and Learning

Windsor uses a variety of teaching and learning styles in our history lessons. Our principal aim is to develop the children's knowledge, skills, understanding and vocabulary in history and we use a variety of teaching and learning styles in our history lessons to achieve this. We strongly believe that children learn best when:

- They have access to, and are able to handle artefacts
- They go on visits to museums and places of interest

- They have access to secondary sources such as books and photographs
- Visitors talk about personal experiences of the past
- They listen to and interact with stories from the past
- They undertake fieldwork by interviewing family and older friends about changes in their own and other people's lives
- They use drama and dance to act out historical events
- They are shown, or use independently, resources from the internet and videos
- They are able to use non-fiction books for research
- They are provided with opportunities to work independently or collaboratively, to ask as well as answer historical questions.

At Windsor, we recognise that every child is different, and so we provide suitable learning opportunities for all children. We achieve this through a range of strategies which are differentiated by task, expected outcome and/or support from peers or adults.

3. Planning and Resources

The history curriculum is delivered as part of a 'blocked' curriculum. This allows children to enhance their knowledge of history and develop related skills through focused daily learning, throughout the duration of each block. This model also promotes the children in being able to achieve a greater depth of understanding of each topic.

The Subject Leader has identified topics for each year group to study, in order to develop their historical knowledge and skills in a progressive manner, focusing on the drivers 'Rule' and 'Transport' through each topic. Topic specific Medium Term Plans and 'Progress Checkers' have been produced to support teachers in the planning of each topic.

We have a wide range of text books and interactive boards to access the internet as a class. At Windsor, we have a wide range of non-fiction texts on all of our history topics. Visits are planned to enhance learning and give hands on activity. People with an interest, or expertise, in a particular topic or area of history could be invited into school to work with the children.

4. Assessment and Monitoring

At Windsor Community Primary School assessment is an integral part of the teaching process. At the start of a new history unit, we assess the children's prior knowledge. This assessment is used to inform planning and to facilitate differentiation. Additionally, the assessment of children's work is on-going to ensure that understanding is being achieved and that progress is being made. Feedback is also given to the children as soon as possible, and marking work is guided by the school's Marking Policy. Attainment is assessed summatively at the end of each unit of work against the requirements set out in the Progress Checkers and Medium Term Plans produced by the History Subject Leader. Monitoring by the Subject Leader takes place regularly through sampling children's work, book looks, learning walks and pupil voices.

5. EYFS

History is taught in Reception as an integral part of the topic work through child-initiated and adult led activities. The children are given the opportunity to find out about past and present events in their own lives, and those of their families and other people they know. In the Foundation stage, history makes a significant contribution to developing a child's understanding of the world through activities such as looking at pictures of past and present individuals, or discovering the meaning of new and old in relation to their own lives.

6. KS1 and KS2

During Key Stage 1, pupils learn about significant men, women, children and events from the recent and more distant history in Britain and the wider world. They listen, and respond to stories and use sources of information to help them ask and answer questions. They learn how the past is different from the present.

During Key Stage 2, pupils continue to learn about significant people, events and places from both recent and more distant history. They learn about change and continuity in our local area of Liverpool, in Britain and in other parts of the world. They look at history in a variety of ways, for example from political, economic, technological and scientific, social, religious, or cultural perspectives. Additionally, the children focus on key themes, such as rule, transport and settlements, throughout their historical learning journeys at Windsor. Our pupils will also use different

sources of information to help them investigate the past both in depth and in overview, using dates and historical vocabulary to describe events, people and developments. They also learn that the past can be represented and interpreted in different ways.

7. Equal opportunities and Inclusion

At Windsor Community Primary School, all children regardless of race, culture, religion, social background, gender, SEN, EAL or academic ability, have equal access to History in order to develop their personal, historical capability and meet their historical aspirations. We carefully plan, monitor and assess to ensure all of our pupils feel valued. Visits to historical sites may be adapted to take into account individual requirements. Learning is challenging, yet achievable by all children, whatever their abilities. We aim to teach children to uphold where applicable, British Values and prepare them to become curious and conscientious citizens of Britain and the world that they live in.