



## History Guidance - September 2025

### Intent

At Parklands Primary School, we believe that high quality History lessons will engage, inspire and stimulate children's interest and understanding about the life of people who lived in the past. Our aims are to: fulfil the requirements of the National Curriculum for History, provide a broad and balanced curriculum and ensure the progressive development of knowledge and skills. We teach children a sense of chronology, and through this they develop a sense of identity and a cultural understanding based on their historical heritage. They learn to value their own and other people's cultures in a modern multicultural society and, by considering how people lived in the past, they are better able to make their own life choices today. In our school, History makes a significant contribution to citizenship education by teaching about how our country has developed into a democratic society. We teach children to understand how events in the past have influenced our lives today; we also teach them to investigate these past events to develop skills of enquiry, analysis, interpretation and problem-solving.

### Implementation

The teaching of History forms an important part of our curriculum. We follow the National Curriculum and embrace a broad-spectrum of stimulating topics. As a school we aim to wholly develop each child's historical skills, understanding and knowledge. Consequently, our lessons are well planned, highly engaging and challenge all abilities. Other curriculum areas are incorporated into learning to ensure high levels of motivation and interest from the children.

The teaching of History focuses on enabling children to think as historians and includes opportunities to: examine historical artefacts and secondary sources, and to visit local sites of historical significance. We encourage visitors to come into school and talk about their experiences of events in the past. We recognise and value the importance of stories in history teaching and we regard this as an important way of stimulating interest in the past. We focus on helping children understand that



historical events can be interpreted in different ways and that they should always ask searching questions about the information they are given.

## Disciplinary Concepts

In our teaching of History, we give children the opportunity to think like historians, we plan lessons with an emphasis on using 'disciplinary skills' such as cause and effect, difference and significance. These skills are mapped out for each group on a skills progression document. To ensure progression teachers use this document when planning learning sequences and the learning objective for each lesson.

## Substantive Concepts

For children to understand change across different periods of history, make connections and therefore make progress, then some knowledge is vital and needs to be secure. This is 'substantive knowledge' and is taught through concepts. These key substantive concepts have been mapped out for each history topic and colour coded to show how they are revisited to ensure explicit teaching, build on prior learning and develop understanding.

The key concepts for each topic have been included on the learning sequences, knowledge organisers and displays. The meaning of each concept is taught explicitly in relation the specific History topic and with reference made to prior learning, understanding and knowledge.

A pre assessment task is used to check understanding of the concept and at the end of the topic a post assessment requires children to write a sentence to demonstrate understanding of the concept in relation to their learning.

## History Curriculum

**EYFS** - Children in Early Years Foundation Stage develop an understanding of History through 'The World Around Us' and topics in which children learn through experiences in their own lives and that of their family, and changes within living memory. Stories are used to foster an understanding of chronology.

**KSI** - Children are taught about aspects of British History beyond living memory, significant events such as 'The Great Fire of London' in Y2 and the lives of significant people.



**KS2** - Children are taught through topics which cover aspects of British History, and these are taught in chronological order: Stone Age, Romans, Anglo-Saxons and Vikings, Victorians and World War 2. Each year group is also taught about an Ancient Civilisation.

## The Contribution of History to Other Subjects

### Literacy

History contributes significantly to the teaching of Literacy in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that we use in the Literacy and Guided Reading are historical in nature, and children develop oracy through discussing historical questions or presenting their findings to the rest of the class. They develop their writing abilities by using different styles such as reports, letters and recounts to present their work.

### Mathematics

History teaching contributes to the teaching of mathematics in a variety of ways. Children learn to use numbers when developing a sense of chronology through doing activities such as timelines. Children also learn to interpret information presented in graphical or diagrammatic form.

### PSHE

History contributes significantly to the teaching of PSHE where children develop self-confidence by having opportunities to explain their views on a number of social questions. They discover how to be active citizens in a democratic society by learning how laws are made and changed, how to recognise and challenge stereotypes and to appreciate that racism is a harmful aspect of society. They learn how society is made up of people from different cultures and start to develop tolerance and respect for each other. We also provide children with the opportunity to discuss moral questions and enable them to understand that Britain's rich cultural heritage can be further enriched by the multi-cultural British society of today.

### Assessment and Recording

Teachers monitor and assess children's progression and understanding in History, completing their assessment grids as each topic is taught. End of year assessments



are recorded on O track and children's work in books is marked according to our Marking and Feedback Policy.

## Impact

- Encourage an interest in the past that will enable children to enjoy all that history has to offer.
- Teach children about significant events in British history, in order to develop an understanding of how things have changed over time.
- Develop a sense of chronology.
- Know and understand how the British system of democratic government has developed and, in so doing, to contribute to a child's citizenship education.
- Understand how Britain is part of a wider European culture and to study some aspects of European history.
- Develop knowledge and understanding of historical development in the wider world.
- Help children understand society and their place within it, so that they develop a sense of cultural heritage.
- Develop children's skills of enquiry, investigation, analysis, evaluation and presentation.

## Uses of ICT

We use ICT in history teaching where appropriate and we meet the statutory requirements for children to use ICT as part of their work in history at both key stages. Children use computer and laptops to enhance their skills in data handling, presenting written work, using adventure games and researching information. Children also have opportunities to use digital and video cameras to record and use photographic images. Smartboard presentations are used during history lessons by teaching staff and pupils.

## SEND and Equal Opportunities

We teach history to all children, whatever their ability. History forms part of the school's curriculum policy to provide a broad and balanced education to all children. We provide learning opportunities matched to the need of children with learning difficulties and we take in to account the targets set for individual children in the Individual Education Plans.



## Monitoring and Review

Monitoring of the standards of children's work and the quality of teaching in history is the responsibility of the history subject leader. The work of the subject leader also involves supporting colleagues in the teaching of history, being informed about current developments in the subject, and providing strategic lead and direction for the subject in school.

Reviewed date - September 2025

Reviewed by - Jane Winterburn History Lead

Next Review date - September 2027