



BIDSTON AVENUE PRIMARY SCHOOL

HISTORY SUBJECT POLICY November 2025

Approved by the Governing Body of Bidston Avenue Primary School

Autumn 2022

Signed: _____

Cllr George Davies (Chair of Governors)

Bidston Avenue Primary School – Achieving Together



Our Vision:

Every child will leave school as a **reader** who **thinks** critically and has the **resilience** for the world's challenges.



Our Mission:

Bidston Avenue Primary School delivers a **world class curriculum**.

It is accessible, inspiring and ambitious, so that every child is equipped to make a positive contribution.



Evidence Tells Us:

Reading ability is the best predictor of future educational achievement and future success.

Tomorrow's jobs require **thinking** and problem solving abilities.

Children who are **resilient** flourish in all environments.

We value: *friendship / RESPECT / equality / determination / inspiration / courage / excellence*

Intent

Purpose

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between groups, as well as the challenges of their time.

Aims

- All pupils know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- All pupils know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- All pupils gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- All pupils understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- All pupils understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- All pupils gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Supporting our Vision

At Bidston Avenue History is a valued part of the curriculum as it provides a means of exploring, appreciating and understanding the world in which we live and how it has evolved.

Our teaching aims to stimulate the children's interest and understanding about the lives of people who lived in the past and enable them to think as historians. 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. Thus, they learn to value their own and other people's cultures in modern multi-cultural Britain and, by considering how people lived in the past, they are better able to make their own life choices today.

We place an emphasis on children examining historical artifacts and visiting places of historical interest as an integral part of the history curriculum. We focus on helping children to understand that historical events can be interpreted in different ways.

'History is who we are and why we are the way we are. History is not just the past. History is the present.'
James Baldwin

The drivers that shape our curriculum



Reader

At Bidston Avenue we understand that becoming a reader enables all pupils to access the curriculum and master key concepts. Developing reading skills ensures that pupils can access and understand vital written evidence, develop subject-specific language, and effectively read timelines. Being a reader ensures that children can articulate their own understanding and effectively explain this knowledge to others. A focus on vocabulary and historical terminology means that children have the necessary skills to understand a wide range of concepts. This knowledge can be effectively applied to other areas of the curriculum. By exploring non-fiction texts, children have the opportunity to become researchers and gain independence with their historical learning.



Thinker

Critical thinking is key to deep and sustainable learning in history. Pupils at Bidston Avenue develop their historical thinking by being encouraged to ask questions, weigh evidence, sift arguments, and develop perspective and judgement. Children are given time in lessons to think deeply about historical events, understand key concepts and to critically analyse evidence from the past. This ensures that children have a thorough understanding of chronology and the impact of historical events on the modern world. Providing children with opportunities to revisit learning through quizzes and activities ensures that learning is embedded.



Resilience

The historical curriculum is designed in such a way as to promote resilience and self-confidence as all pupils have access to the same learning and move through the content together. Pupils will be exposed to a rich and varied history curriculum which incorporates a wide range of evidence, learning opportunities and facts. Children are encouraged to work collaboratively, sharing ideas to reach logical conclusions. They become accustomed to valuing the opinions of others and develop the skills necessary to justify their thought processes. At Bidston Avenue we focus on respecting the past so that children become informed decision makers. Children are encouraged to develop resilience by consistently re-evaluating their ideas and opinions based on factual evidence.

Supporting our Values

In all we do, we promote the following values

- Respect
- Friendship
- Determination
- Excellence
- Courage
- Inspiration
- Equality

Opportunities for promoting acquisition of Cultural Capital

Through the teaching of history, we believe that our children will be better equipped to understand how the past affects the future. We recognise the value of whole school assemblies as a means of promoting a sense of community as well as providing an opportunity for shared messages. Providing children with the chance to learn about key historical concepts/events (for example Black History, Fair Trade, the Holocaust) as a community is vital to the overall development of our pupils. Recognising important world events and their history encourages children to be more open to diversity and to having a greater sense of acceptance. They will more thoroughly understand the value placed on these events and recognise the efforts of other people and their nations. In school, we endeavour to raise the profile of events such as the World Cup, Olympics, and Paralympics. Children's cultural experiences are consistently enhanced through local, regional and worldwide visits and taking part in commemoration events. Providing children with historical visits engages children and promotes a positive attitude towards learning. This includes trips to local museums, historical sights and visits from working historians.



RRSA

Article 7 You have the right to a name, and this should be officially recognised by the government. You have the right to a nationality (to belong to a country)

Article 40 You have the right to legal help and fair treatment in the justice system that respects your rights.

Implementation

Bidston Avenue Primary School delivers a world class curriculum. It is accessible, inspiring and ambitious, so that every child is equipped to make a positive contribution.

In ensuring high standards of teaching and learning in History, we implement a curriculum that is progressive throughout the whole school.

Planning for History is a process in which all teachers are involved to ensure that the school gives full coverage of, 'The National Curriculum programmes of study for History 2014' and, History in the Early Years Foundation Stage.

Teachers plan the learning journey together to ensure full coverage and progression of the History curriculum is achieved. Teachers also plan to suit their children's interests, current events, their own teaching style, the use of any support staff and the resources available.

Planning

History is a foundation subject in the National Curriculum. We use Kapow as our scheme of work as it is a curriculum that sets out clear intentions for history: pupils should become curious and analytical thinkers who can "think like historians" — questioning, investigating evidence and exploring different perspectives. The scheme teaches core concepts and skills which are consistently revisited, with increasing complexity. This ensures that there is a clear plan for progression so that the children are increasingly challenged as they move through the school.

The curriculum planning in History is carried out in three phases, long-term, medium-term and short-term planning. The long-term plan maps the History units studied in each term during the Key Stage. We have medium-term plans that give the details of each unit of work for each term. These plans define what we teach, and ensure an appropriate balance and distribution of work across each term. Detailed lesson plans are provided that promote objectives, skills, vocabulary and resources.

Teaching and Learning

Unit content shows a balanced coverage and an enquiry-based approach to teaching and learning. Opportunity is given for study "in depth" in each unit plan. Teaching should clearly focus on one of more of the key elements to identify objectives for learning: to develop knowledge and understanding of content in

relation to historical concepts of period or situation, chronology, change and cause and consequence. Not all key elements need be developed in each unit. The starting point for all work is to find historical activities which interest, motivate and challenge all pupils.

- Pupils should be taught procedures and skill in using sources and gradually make more independent studies using these materials.
- Pupils should be taught to make judgments about evidence and be aware of different interpretations of the past.
- Pupils should learn about attitudes and ideas of people in past situations and reflect upon them in debate, discussion and role play, recognising that we see the past through our own values.
- Pupils should learn to draw their own conclusions about the past, based on evidence, imagination and questioning and present their ideas in a variety of forms, including drama, poetry and display and sustained writing in different forms.
- Pupils should read a range of historical material, including fiction.
- Pupils should be taught the meanings of key historical vocabulary, for example past, present, decade, century and millennium.

Subject specific SEND Scaffolding

Historical learning can provide challenges to SEND pupils due to the level of contextual knowledge, the concepts, or the language used. It is important to identify pupils' previous learning, and the new things that need to be introduced to pupils, before identifying a series of questions and tasks that will make them accessible. So that our SEND pupils can fully access the history curriculum and achieve the expected outcomes, a wide range of scaffolding techniques are used.

- Writing frames and word banks of key vocabulary support pupils with recording historical information.
- Key vocabulary is displayed/ available with a glossary.
- Visual timelines are displayed in all classrooms
- The meaning of key vocabulary is additionally shown in picture form.
- Accessing historical documents and sources is supported through partner and whole class reading.
- Age and ability appropriate resources are used.
- Teachers/ TAs can scribe answers for children to ensure the historical understanding is not lost through written forms.

Links to other subjects/curriculum areas:

English – Having the opportunity to read a wide range of historical texts, (some provided by Wirral Library Services) both fiction and non-fiction and use these for research purposes as well as personal enjoyment.

Maths – Understanding sequencing of dates when working with timelines and the order of events.

Geography – Understand the history of countries will almost always link to their human and physical geography, (e.g. Identifying the countries of origins of the Vikings and their sailing routes in year 5).

P.E. – Exploring historical dances and movements, e.g. the Romans in year 3.

Experiences every child should have:

- Visiting significant national museums (e.g. Liverpool World Museum).
- Explore local museums to develop a stronger understanding of the topic being studied.
- Meet with historical experts and have the opportunity to talk to them about how they piece together clues to form a more complete picture of the past (e.g. year 3/4 receiving specialist workshops from a visiting Egyptologist).
- Have opportunities to handle historical artefacts and draw their own inferences and conclusions from them.
- Experience what life was like in the past through trips, themed events, where possible.

Organisation

We teach History in EYFS classes as an integral part of topic and themed work covered during the year. As Foundation 2 is part of the Early Years Foundation Stage, we relate the history side of the children's work to the objectives set within the Specific Area of Understanding the World. Planning considers the age and stage of development of the children, with specific learning opportunities helping children to progress towards and achieve the Early Learning Goal of:

Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

Children in EYFS have the opportunity to develop their knowledge and understanding of the world through activities such as dressing up in historical costumes, looking at pictures and finding out about famous people in history, or looking at what they can do now that they are five compared to when they were a baby, as well as extending their vocabulary (e.g. 'old' and 'new', 'explorer' 'battle') and exploring the meaning of these words in relation to their own lives.

In Key Stage 1 History will be taught as part of the weekly timetable through our enquiry-based topics.

During Key Stage 1 pupils "develop an 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. They 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".

In Key Stage 2 History will be taught as part of the weekly timetable through our enquiry-based topics.

During Key Stage 2 pupils "continue 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. They 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".

Roles and Responsibilities

The History leader is responsible for providing an overview of the subject across the school to inform staff planning and to offer advice in the ways in which the curriculum can be delivered in an effective and engaging way.

They should have an up-to-date knowledge of the subject requirements and ensure that these are met across the school, as well as having an overview of assessment.

They are responsible for ensuring that an overview of the subject is available on the school website.

The History leader also has a sound knowledge of the resources, which are available within school, and ensures that resources are replenished and updated as necessary.

The History leader is responsible for the planning and implementation of any subject specific events, which are ran in the school.

Individual teachers are responsible for the day to day planning, delivery and assessment of the History curriculum.

The Senior Leadership team is responsible for ensuring there is a good professional dialogue with the subject leader throughout the school year.

Impact

Every child will leave as a **reader** who **thinks** critically and has the **resilience** for the world's challenges.

The impact and measure of this is to ensure children not only acquire the appropriate age-related knowledge linked to the History curriculum, but also skills which equip them to progress from their starting points, and within their everyday lives.

Assessment

In History the following strategies are used for Assessment for Learning

- Effective questioning
- Low stakes quizzing (retrieval practice)
- Self and Peer Assessment

Assessment is an integral part of teaching and learning and based upon teachers' judgements of pupil attainment and progress. Assessment is built into rising stars and is clearly related to the learning outcomes

that are proposed. Teachers will assess children's work by making informal judgements during lessons. Written or verbal feedback is given to the child to help guide his or her progress. Pupils are encouraged to evaluate their own and others work. At the end of the year teachers make a summary judgement about the work of each pupil in relation to the National Curriculum level of attainment, and record the children's grades in the Target Tracker System.

Monitoring

The History subject lead is responsible for monitoring the standards of children's work and the quality of teaching.

The lead supports colleagues in the teaching of History by addressing CPD needs and by giving them information about current developments in the subject, and by providing a strategic lead and direction for the subject in the school.

The subject lead is also responsible for reviewing developments for History identified on the School Improvement Plan, evaluating strengths and weaknesses in the subject, and indicating areas for further improvement.

Monitoring and Review

The History subject lead is primarily responsible for monitoring the implementation of this policy.

This will be through ongoing discussion with the Senior Leadership Team and consideration of the evidence gathered in the subject file. The subject lead will report on this to the governor's curriculum committee.

The work of the subject leader is also subject to review by the head teacher as part of our performance management arrangements.

Governor Approval and Review Dates

This policy is to be monitored by SLT and reviewed when changes are made.