

## History Curriculum Policy

### Rationale

At Wybunbury Delves we aim to *'light the spark for a love of learning and of life'* and believe History is a subject which offers the very best opportunities to achieve this. **We adapt the SPARK approach to learning** to foster and maintain children's curiosity in the world around them.

### Curriculum Intent

Our past is of crucial importance because we cannot know who we are today without knowing where we came from yesterday; History allows us to do this. At Wybunbury Delves, we want our children to develop a curiosity about the past which will allow them to find out who they are as individuals, who they are as part of a society and who they are as part of the human race; a species that has lived and evolved on planet Earth for thousands of years.

We want our children to understand that History is all about people, cultures and places of the past, how we know about them and what we can learn from them. Our children will be given the opportunity to develop a coherent knowledge and understanding of Britain's past and that of the wider world. At Wybunbury, children gain the skills they need to effectively inquire about the past and how it has shaped modern Britain. They are taught to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement.

### The aims of History in our school are:

- 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.
- 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
- Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- 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
- 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
- Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between
  - local, regional, national and international history
  - cultural, economic, military, political, religious and social history
  - short- and long-term timescales.

### Curriculum Implementation

Our carefully crafted curriculum balances the national expectations and an all-encompassing range of experiences allowing our children to flourish. Clear strategic planning allows the curriculum to be dynamic and adapt to the context of the school and children's needs. Age related expectations combine the acquisition of knowledge and development of skills to create a purposeful and exciting learning journey for every child. The curriculum has high expectations to combine transferable skills, demonstrate a breadth of vocabulary and develop strong cross curricular links. Inviting classroom environments and resources stimulate and engage quality thinking and reasoning

## **Curriculum & School Organisation**

### **EYFS**

In the Early Years Foundation Stage (EYFS), history is not taught as a discrete subject but is embedded within the specific area of learning Understanding the World, particularly through the “Past and Present” Early Learning Goal. Current government guidance emphasises that children should be supported to make sense of their world by exploring their own life stories, family histories and experiences, and by recognising similarities and differences between the past and present. This is achieved through play-based, language-rich experiences such as stories, discussions, photographs and role play, which help children develop vocabulary, curiosity and early chronological awareness. By the end of Reception, children are expected to talk about the lives of people around them, understand change over time, and begin to interpret the past through familiar contexts and narratives, forming the foundations for later historical learning.

### **Y1-Y6**

From Year 1 to Year 6, the National Curriculum for England is followed, with medium-term planning incorporated into termly plans to ensure clear progression of knowledge and skills. Planning for learning and samples of outcomes are evidenced through staff planning documentation, presentations, website news, children’s books and Seesaw records. We aim to teach history as part of a broad and balanced curriculum, enabling pupils to develop a coherent understanding of Britain’s past and that of the wider world. Teaching focuses on building chronological knowledge, encouraging enquiry, and helping children understand how and why interpretations of the past may differ. See the ‘History Subject Overview Table’ for further detail.

## **Teaching and Learning style**

Teaching and learning in history is underpinned by a well-sequenced, knowledge-rich curriculum that is carefully designed to build pupils’ understanding over time. Each unit is structured around a clear enquiry question, enabling pupils to develop both substantive knowledge (key facts, concepts and vocabulary) and disciplinary knowledge (how historians investigate, interpret and construct accounts of the past). Lessons are coherently sequenced to support progression, with prior learning revisited and built upon, particularly in areas such as chronology, cause and consequence, and historical interpretation. Pupils engage with a range of high-quality sources, including artefacts, images and written evidence, and are taught to evaluate their reliability and use them to form evidence-based conclusions. Core concepts, such as legacy, invasion, empire and cultural change, are revisited across year groups to deepen understanding and support long-term retention. Teaching provides opportunities for discussion, reasoning and reflection, allowing pupils to articulate their thinking using subject-specific vocabulary. Learning is further strengthened through meaningful links to local history and wider contexts, enabling pupils to make connections between the past and present. As a result, pupils develop a secure, coherent and increasingly sophisticated understanding of history over time.

## **Equality and Inclusion**

Equality and inclusion are central to the teaching of history, ensuring that all pupils can access, engage with and succeed in the curriculum. The curriculum is designed to be ambitious for all learners, including those with SEND and disadvantaged pupils, with carefully sequenced learning, clear modelling and appropriate scaffolding to support access to key knowledge and concepts. Teaching is adapted to meet the needs of all pupils through a range of strategies, including the use of visual supports, structured tasks, vocabulary development and targeted questioning. Historical content reflects a diverse range of people, perspectives and experiences, enabling pupils to develop an inclusive understanding of the past and recognise the contributions of different groups across time. Opportunities are provided for all pupils to participate in discussion, enquiry and interpretation, with support in place to ensure that every pupil can articulate their ideas and develop subject-specific language. High expectations are maintained for all, and barriers to learning are identified and addressed to ensure equity of access and positive outcomes for every pupil.

## **Curriculum enhancement opportunities**

School visits with links to history, visitors to school, history experiences during theme days and whole school projects all provide further opportunities to participate in history. Spotlight on History days include Remembrance Day and St. George’s Day.

## **Curriculum Impact**

We use monitoring throughout the year to gauge the impact of the curriculum design. Monitoring the standard of children’s work and the quality of teaching in History is the responsibility of the History Subject Leader. The History Subject Leader monitors the subject by doing the following: reviewing learning, evaluating pupil voice, inviting in a ‘Critical Friend’, providing individual feedback to move practice forward, celebrating positives and highlighting areas of development. Our whole school team strengthen our ethos and vision as we work together to reflect upon our curriculum and share outcomes driving forward next steps; the History Subject Leader is responsible for supporting colleagues in the teaching of History, informing staff of developments in the subject and for providing a strategic lead and direction for the subject in the school. The History Subject Leader provides an annual curriculum review and feedback form which will be shared with Governors at the annual Curriculum meeting.

With regards to assessment, we currently assess children's learning at the end of a series of lessons through the class teacher's judgments, AfL and an assessment task. The evidence for this can be found in the children's history books, on SeeSaw and in the End of Unit Summaries. The class teacher reviews this information annually as does the History Subject Leader to review the impact of the curriculum design.

### **Curriculum Risk Assessment**

Staff are asked to use professional judgment with regard to pupil safety in individual lessons. Where it is deemed necessary, individual lesson risk assessments will be completed. The pro forma for this is in the Subject Leader folder on the t:drive.

### **Links with other subjects**

We seek every opportunity to develop history with cross curricular links to all areas of the curriculum when appropriate.

*Reviewed by Lorna Pennance April 2026*