



History Policy

Date reviewed:	05.06.2026
Next review date:	05.06.2027
Policy owner:	Jennifer Cockbain

Date	Amendment	Staff member
05.05.26	Policy Standardisation	Jennifer Cockbain

Mission Statement

We are committed to providing a supportive, enjoyable and family style environment in which every child is nurtured and encouraged to achieve their potential through a broad-based curriculum and opportunities for developing sporting, dramatic, artistic and musical talents.

Statement of Aims & Objectives

- To enable each child to fulfil their own academic and personal potential.
- To instil in every child the importance of developing personal initiative and to foster in them a belief that they can fulfil their potential in any area of school life.
- To provide a broad based academic and extra-curricular education that is delivered in such a way as to satisfy the learning needs of each and every pupil.
- To help each pupil to develop both a set of values and an understanding and appreciation of other religious beliefs.
- To learn the difference between right and wrong and to appreciate that rights and responsibilities are equally balanced.



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- To develop and promote a sense of caring and community between the pupils within the school and the wider community as a whole.
- To instil in each pupil a high degree of self-respect and respect for their fellow pupils, teachers and other adults.
- To prepare each child for the transition to the next stage of their education and to be able to take advantage of any opportunities as they present themselves.

Safeguarding

Oakhyrst Grange School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. At this school we respect and value all children and are committed to providing a caring, friendly and safe environment for our pupils so that they can learn in a relaxed and secure atmosphere. We believe that every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Oakhyrst Grange School. We recognise our responsibility to safeguard all who access school and promote the welfare of all of our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying. This should be read in conjunction with the Safeguarding Policy.

All staff will be asked to complete training annually following KCSIE updates. Further safeguard training will take place throughout the year. All staff must wear their lanyards at all times.

The Safeguarding governor is: Pauline Clark Pauline.clark@oakhyrstgrangeschool.co.uk

DSL: Roxann Dowling (Head of EYFS)

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Rationale

The rationale for the teaching of history at Oakhyrst Grange is to assist pupils in their knowledge, understanding and interpretation of past events and to learn from them in order to make informed judgements.



Objectives

- To stimulate pupil curiosity, interest and enjoyment in History.
- To cultivate a sense of the past and a knowledge of events, their causes, effects and the people involved in and affected by them.
- To develop a sense of chronology and use dates and terms relating to the passing of time.
- To develop an appreciation of how we gain knowledge about the past.
- To understand and confidently use the terminology specific to the subject.
- To enable pupils to perceive History in the context of a wider body of knowledge, vocabulary and skills.
- To encourage open, enquiring minds that are aware of the fact that individual views will be biased.
- To encourage the development of informed opinions and to support such opinions with reasoned arguments, communicating ideas and opinions effectively.
- To give pupils an awareness of the successes and failures of mankind.
- To enrich and support other areas of the curriculum

Health and Safety

All teaching of History and any school trips organised as part of the History curriculum have regards to the school's Health and Safety Policy.

Teaching and learning style

History is taught through an engaging, inclusive, and enquiry-based approach that promotes curiosity, independence, and critical thinking. Lessons are carefully structured around key questions that encourage pupils to investigate and interpret 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 information they are given, such as "how do we know?" "what evidence do we have to...?".

We recognise the fact that in all classes there are children of different abilities in history and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:

- setting common tasks which are open-ended and can have a variety of responses.
- setting tasks of increasing difficulty thus not all children complete all tasks



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- grouping children by ability in the room and setting different tasks for each ability group
- providing resources of different complexity depending on the ability of the child
- using classroom assistants to support children individually or in groups

History curriculum planning

The history curriculum is designed to provide a broad, balanced, and progressive programme of study that meets the requirements of the National Curriculum. Planning ensures that pupils develop both substantive knowledge (facts about the past) and disciplinary knowledge (how historians investigate and interpret the past).

Key features of curriculum planning include:

- A clear progression of skills and knowledge from Early Years through to the end of Key Stage 2
- Chronological sequencing to help pupils understand the order and duration of historical periods
- The study of significant events, people, and themes in British and world history
- Opportunities for pupils to revisit and deepen prior learning
- Integration of historical concepts such as cause and consequence, continuity and change, similarity and difference, and historical significance

Medium-term plans outline key questions, learning outcomes, and assessment opportunities. Teachers adapt planning to meet the needs and interests of their classes while maintaining curriculum coverage.

Foundation Stage

In the Early Years Foundation Stage (EYFS), history is taught through the area of learning known as *Understanding the World*. Children begin to develop an awareness of the past and present through:

- Talking about events in their own lives and the lives of family members
- Exploring similarities and differences between things in the past and now
- Engaging with stories, including those set in the past
- Using language related to time, such as “before,” “after,” and “long ago”

Learning is experiential and play-based, with opportunities for exploration, role play, and discussion. Resources such as photographs, artefacts, and familiar objects are used to support children’s understanding of change over time.

The contribution of history to other subjects

English

History makes a significant contribution to the development of pupils’ English skills by providing rich, meaningful contexts for reading, writing, speaking, and listening. Through the study of history, pupils are exposed to a wide range of high-quality texts, including historical



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fiction, non-fiction accounts, biographies, letters, and primary sources. These texts support the development of reading comprehension skills, enabling pupils to retrieve information, make inferences, and evaluate the reliability and purpose of different sources.

Writing opportunities in history are varied and purposeful. Pupils may write diary entries from the perspective of a historical figure, produce newspaper reports about significant events, create persuasive speeches, or compose balanced arguments about historical interpretations. These activities help pupils to develop their ability to write for different audiences and purposes, while also reinforcing grammar, punctuation, and vocabulary skills. Emphasis is placed on the use of subject-specific language and accurate historical terminology.

Speaking and listening skills are developed through structured discussions, debates, role play, and presentations. Pupils are encouraged to articulate their ideas clearly, justify their opinions using evidence, and respond thoughtfully to the views of others. Activities such as hot seating, where pupils take on the role of a historical figure, further enhance their ability to communicate effectively and develop empathy.

By embedding English within history lessons, pupils are able to see the relevance and application of their literacy skills, leading to greater engagement and deeper learning across both subjects.

Mathematics

History teaching contributes meaningfully to the development of pupils' mathematical understanding by providing practical and relevant contexts in which mathematical skills can be applied. One key area is the development of chronology, where pupils use numbers to sequence events, understand the concept of duration, and calculate intervals between key dates. Activities such as constructing and interpreting timelines help children grasp the passage of time, including concepts such as centuries, decades, and millennia.

Pupils may also engage in problem-solving tasks that involve comparing historical periods, calculating ages of significant figures, or working out time spans between events. This reinforces their understanding of number operations and place value.

In addition, children are encouraged to interpret and analyse data presented in charts, graphs, and tables, such as population changes, migration patterns, or economic trends over time. They may also create their own graphs or diagrams based on historical data, supporting their skills in data handling and representation.

By embedding mathematical learning within history, pupils are able to see the practical application of numeracy skills, making learning more meaningful and supporting cross-curricular development.

Personal, social and health education (PSHE) and citizenship

History contributes significantly to the teaching of personal, social, citizenship and health education. Children develop self-confidence by having opportunities to explain their views on a number of social questions such as how society should respond to poverty and homelessness. They discover how to be active citizens in a democratic society by learning how laws are made and changed, and they learn how to recognise and challenge stereotypes and



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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 others.

Geography

History and geography are closely linked, and purposeful connections are made to deepen pupils' understanding of both subjects. Through history, pupils explore how geographical features such as rivers, mountains, climate, and natural resources have influenced where and how people lived in the past. For example, pupils may investigate why early settlements were often located near rivers, or how trade routes and exploration were shaped by physical landscapes.

Pupils are encouraged to use maps, atlases, and digital mapping tools to locate historical events and understand their spatial context. They examine how boundaries, land use, and environments have changed over time, and how these changes have impacted societies. Additionally, children consider how human activity has shaped the environment, such as through industrialisation, agriculture, and urban development.

By making these links, pupils develop a stronger sense of place and are better able to understand the relationship between people and their environment, both in the past and in the present.

Art

History provides rich opportunities for pupils to engage with art and design by exploring the creative outputs of different cultures and historical periods. Pupils study a range of artistic styles, materials, and techniques, gaining insight into how art reflects the beliefs, values, and daily lives of people in the past.

Children may, for example, explore prehistoric cave paintings, ancient Egyptian sculpture, medieval tapestries, or Renaissance portraiture. They are encouraged to analyse and evaluate artworks, considering elements such as colour, form, pattern, and symbolism, as well as the historical context in which the work was created.

Practical opportunities are provided for pupils to experiment with and apply these techniques in their own work, using a variety of media such as drawing, painting, sculpture, and textiles. This not only develops their creative skills but also helps them to empathise with people from the past and understand the cultural significance of artistic expression.

Through these cross-curricular links, pupils develop both their historical understanding and their artistic confidence, while gaining a deeper appreciation of cultural heritage and diversity.

Computing

Computing plays an important role in enhancing the teaching and learning of history by providing tools for research, presentation, and analysis. Pupils are taught to use digital technologies safely and effectively to locate, select, and evaluate information from a range of online sources. This supports the development of critical thinking skills, particularly in assessing the reliability and bias of historical evidence found on the internet.



Children use a variety of software and applications to present their historical learning in creative ways, such as digital presentations, timelines, videos, and reports. These activities help to develop their skills in organising information, combining text and images, and communicating ideas clearly to an audience.

In addition, pupils may use interactive resources such as virtual tours of historical sites, digital maps, and online archives to deepen their understanding of the past. Where appropriate, they are introduced to databases and spreadsheets to organise and analyse historical data.

E-safety is emphasised throughout, ensuring that pupils understand how to use technology responsibly. Through the integration of computing, pupils are equipped with the digital skills necessary to support their historical enquiry and prepare them for future learning.

Teaching history to children with special educational needs

We are committed to providing an inclusive history curriculum that enables all pupils, including those with Special Educational Needs and Disabilities (SEND), to access, engage with, and succeed in their learning. We recognise that pupils have a diverse range of needs and learning styles, and we strive to remove barriers to learning while maintaining high expectations for all.

For children with Special Educational Needs:

- Learning activities are carefully differentiated to provide both accessibility and appropriate challenge. This may include adapting the content, process, outcome, or level of support to ensure that all pupils can make progress.
- A range of visual supports, such as images, timelines, symbols, and graphic organisers, are used to aid understanding and reinforce key concepts. Simplified or adapted texts are provided where necessary to ensure pupils can access historical content without compromising learning objectives.
- Tasks are broken down into smaller, manageable steps with clear instructions, allowing pupils to build confidence and experience success incrementally. Scaffolding strategies, such as writing frames, word banks, and guided questions, are used to support learning.
- Additional adult support is provided where appropriate, either through targeted intervention, in-class assistance, or small group work. Adults support pupils in understanding tasks, maintaining focus, and developing independence over time.
- Multi-sensory approaches are embedded within teaching, including the use of artefacts, role play, discussion, audio-visual materials, and hands-on activities. These approaches help to engage learners and support memory and understanding.

Teachers also make use of pre-teaching and overlearning strategies to reinforce key vocabulary and concepts, ensuring pupils are prepared for new learning and able to retain information over time. Opportunities for repetition and consolidation are built into lessons.

A strong emphasis is placed on building pupils' confidence, independence, and self-esteem. Success is recognised and celebrated in a variety of ways, and all pupils are encouraged and supported to participate fully in history lessons, contributing to discussions and sharing their ideas within a safe and inclusive environment.



Gifted and Talented

Pupils who demonstrate a particular aptitude or strong interest in history are provided with opportunities to extend, enrich, and deepen their learning beyond the core curriculum. We aim to challenge these pupils by promoting independence, intellectual curiosity, and critical thinking, while nurturing a sustained enthusiasm for the subject.

Provision may include:

- **Open-ended enquiry tasks** that encourage pupils to generate their own questions, pursue lines of investigation, and reach reasoned conclusions based on evidence. These tasks often have multiple possible outcomes, allowing pupils to explore ideas in depth and think creatively.
- **Opportunities to analyse more complex and challenging historical sources**, including conflicting accounts, abstract interpretations, and sources that require inference and evaluation. Pupils are encouraged to consider issues such as bias, reliability, and perspective, and to justify their interpretations using evidence.
- **Independent research projects** based on topics of personal interest, enabling pupils to take ownership of their learning. They may be supported in using a range of sources, including books, digital archives, and documentaries, and in presenting their findings in a structured and coherent way.
- **Leadership roles in group work or class discussions**, where pupils can model high-quality thinking, support peers, and contribute to collaborative enquiry. This may include leading a discussion, posing questions, or summarising group findings.
- **Opportunities to present findings in a variety of formats**, such as extended writing, presentations, debates, documentaries, or creative outcomes. Pupils are encouraged to select the most appropriate format for their purpose and audience, further developing their communication skills.
- **Exposure to broader and more diverse historical content**, including lesser-known topics, global perspectives, and historiographical debates, to widen pupils' understanding and challenge assumptions.
- **Encouragement to make connections across periods and themes**, supporting deeper conceptual understanding of ideas such as cause and consequence, continuity and change, and historical significance.

These approaches aim to develop higher-order thinking skills, including analysis, evaluation, and synthesis. Pupils are encouraged not only to acquire knowledge but also to question, interpret, and construct their own informed viewpoints. Through this provision, we seek to foster a lasting passion for historical study and prepare pupils for more advanced learning.

Assessment and recording

Assessment in history is an integral part of the teaching and learning process and is used to inform future planning. Both formative and summative assessment strategies are employed, including:



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- Ongoing observation and questioning during lessons
- Assessment of written work, presentations, and creative outcomes
- Use of quizzes and knowledge checks to assess retention of key information
- End-of-unit assessments to evaluate understanding of key concepts and skills

Teachers record pupils' progress in accordance with the school's assessment policy. Feedback is provided regularly to support pupils in identifying strengths and areas for development. Assessment information is used to ensure that all pupils make appropriate progress.

Resources

There are sufficient resources for all history units in the school. Resources are kept by the class teacher as resources tend to be specific to topic areas, and are taught by class teachers. The library contains a good supply of topic books, and software and online resources support children's individual research.

Monitoring and review

Monitoring of the standards of children's work and of the quality of teaching in history is the responsibility of the history coordinator. The work of the history coordinator also involves supporting colleagues in the teaching of history, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The history subject leader gives the HeadTeacher a review in which he/she evaluates the strengths and weaknesses in the subject and indicates areas for further improvement.

This Policy is subject to regular review.

Policies are available at:

- O:\Staff\GENERAL POLICIES\2025_2026 POLICIES – owner (word) copies
- O:\Staff Admin\Staff\STAFF POLICIES TO VIEW 2025-2026 – pdf copies for Staff
- Staff room
- School office

Subject is taught in classrooms. Risk assessments can be found at:
O:\Staff\Risk Assessment\CLASSROOMS & PLAYGROUNDS