



History Policy

Lea Endowed CE Primary School

September 2025

'LET EVERYONE SHINE'

At Lea Endowed Church of England School we provide an excellent education for our children. We follow God's example, by loving Him, and each other, in all that we do.

Our whole school family is encouraged to achieve their full, God given potential and shine in their own special way.

"Let your light shine."

Matthew 5:16

The intent of the History curriculum at Lea Endowed

At Lea Endowed we understand that History fires pupils' curiosity to ask questions and know more about Britain's past and that of the wider world. In History, we aim to provide high quality, engaging and enjoyable lessons to enable the children to develop a coherent knowledge and understanding of the past so that they can understand the present and the future. Through our curriculum it is our intent to help develop chronological understanding by linking current learning to previous learning and to make sense of the new knowledge that they acquire. We aim to develop a love for history by providing the children with the crucial skills of enquiry, critical analysis and the process of change to develop perspective and judgement. Our pupils will be able to relate previous learning to their current studies in order for their knowledge of the past to be strong and meaningful. We provide the children with a variety of sources to explore historically valid questions, hypotheses and make valid inferences. We aspire to nurture the children to develop a sense of their own identity and understand the challenges of their time.

The implementation of the History curriculum at Lea Endowed

Our history curriculum focuses on the substantive and disciplinary knowledge stated in the National Curriculum, which provides a framework outlining the knowledge and skills taught in each Key Stage. Our curriculum ensures that 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.
- 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; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

EYFS at Lea Endowed

In Reception, all children are taught history as an integral part of the learning covered during the year. The children are given opportunities to find out about past and present events in their own lives, and those of their families and 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 famous people in history or discovering the meaning of new and old in relation to their own lives. All historical objectives within the EYFS are underpinned by the objectives of the early learning goals (ELGs).

Past and Present ELG:

- talk about the lives of the people around them and their roles in society.
- know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- understand the past through settings, characters and events encountered in books read in class and storytelling.

In planning and guiding children's activities, staff reflect on the different ways that children learn. The teaching staff provide all children with rich historical opportunities through playing, exploring and active learning. Children are continually encouraged to make meaningful connections in their learning. History objectives are delivered through a balance of adult-led and child-initiated activities, in the continuous provision areas as well as more formal learning opportunities.

Teaching and Learning styles at Lea Endowed

History teaching focuses on enabling children to think as historians. We place an emphasis on examining historical artefacts and primary sources. We focus on helping children understand that historical events can be interpreted in different ways and that they should always ask searching questions, such as 'what can I learn from this?' We aim to use a variety of techniques to stimulate interest and a questioning

approach to each historical period studied, e.g. primary evidence from artefacts or visits and secondary evidence. The choice of class organisation will be determined by the learning task or activity and the resources being used. Teachers use both collaborative and independent learning during the lessons. Children are given the opportunity to work as a class, as part of a group and as individuals. Group work creates opportunities for the children to work together – sharing ideas, offering suggestions and raising questions. This enhances communication skills and the acquisition of historical vocabulary. There are occasions when whole class activities are the most appropriate approach, e.g. introduction of a new topic or learning a new skill.

History and SEND Provision at Lea Endowed

Lea Endowed's commitment to Special Educational Needs is rooted in the Christian Gospel of Jesus, and Our Vision which recognises the uniqueness and value of the individual and which touches every area of human need. Jesus' ministry is characterised by His willingness to meet the needs of each person, in particular those needing support.

At Lea Endowed we uphold each child's right to education and recognise the diverse educational needs within our school family. We recognise that in all classes there is a wide range of abilities and so we seek to provide suitable learning opportunities for all children. We acknowledge those needs may change and require a range of provision. We believe we have a duty to offer that provision where we can, foster inclusion and provide full educational access for the teaching of all areas of the curriculum.

History Curriculum Planning at Lea Endowed

The National Curriculum informs and guides our planning. We ensure that there are opportunities for children of all abilities to develop their knowledge and understanding within the historical aspect studied. In each year group we ensure continuity and progression so that children are increasingly challenged as they progress through the key stages. The subject leader provides the overview of the historical aspects to be taught in each year group. Class teachers then develop appropriate lesson plans including specific learning objectives in accordance with the overview. Cross-curricular links will be made when they are substantial and effective. The history subject leader will monitor planning on a regular basis. The overview ensures that National Curriculum requirements are covered robustly. Historical periods are taught in chronological order where possible within the two and three year rolling curriculum programme. The rolling programme means that effective teaching of chronology and links between eras/civilisations is crucial.

Teachers know their children's prior learning, and are mindful of their own end points and expectations. Class Teachers make use of the progression of knowledge and skills document which builds on previous understanding to embed key concepts in the long-term memory. This approach ensures that historical concepts are woven through every year group in order to ensure the progressive development of historical concepts, knowledge and skills. Children have opportunities to revisit, apply and extend what they have already covered to ensure that learning is both cumulative and permanent. We believe that this is the best way for children to develop the knowledge and skills needed for mastery of a subject.

Assessment in History at Lea Endowed

Assessment is built into the medium term planning at Lea Endowed and is carried out regularly by class teachers. Throughout the year, teachers will plan on-going assessment opportunities in order to gauge whether pupils have achieved the key learning objectives. Teachers constantly assess the children's understanding, correcting misunderstandings. Teachers are responsive and alter planning accordingly to help children embed and use knowledge fluently and develop interconnected understanding rather than memorise isolated facts within a unit. Formative assessment, which is carried out throughout the year,

enables teachers to identify pupils' understanding of subjects and inform their immediate lesson planning.

Assessment will be undertaken in various forms, including the following: talking to pupils and asking questions, discussing pupils' work with them, assessing children's written outcomes against the learning objectives, pupils' self-evaluation of their work, end of unit assessments.

Teacher judgements are moderated by the History subject leader through a rigorous monitoring schedule including work scrutinies, lesson observations, pupil attitude questionnaires and staff work moderation

The progress and development of pupils within the EYFS is assessed against the early learning goals outlined in the 'Statutory Framework for the Early Years Foundation Stage'.

Equal opportunities

All pupils will have equal access to the history curriculum. Gender, learning ability, physical ability, ethnicity, linguistic ability and/or cultural circumstances will not impede pupils from accessing history lessons. All efforts will be made to ensure that cultural and gender differences are positively reflected in lessons and the teaching materials used.

History Governor: Beth Watson

History Subject Leader: Jan Moores

Updated: September 2025

Review Date: September 2026 (or earlier if required)