

William Cassidy Church of England Primary School

History Policy Statement

*'Life in all Fullness'
(John 10:10)*



As a school, we want to provide our learners with the very best education. To let them experience life in all its fullness and living with all their heart. Our main core value of love underpins all that we do.

Our school is Christ-centred and our core Christian values of love, respect, courage, service and resilience flow through every aspect of school life. It is on this bedrock that we provide an excellent education for our whole school family. We want our entire school community to be the very best that they can be and to recognise that they are precious, loved and valued.

Our Vision:

At William Cassidy C of E Primary School, history is taught within the context of our Christian vision of “Life in All Fullness” (John 10:10). We believe that understanding the past enables pupils to flourish intellectually, morally and spiritually. Through history, pupils are encouraged to develop empathy, curiosity and wisdom, enabling them to live well together and serve others.

Our curriculum is rooted in our core value of love, which shapes how pupils engage with past societies, cultures and individuals. Through historical enquiry, pupils learn to show respect for diversity, courage in questioning, resilience in thinking deeply, and service by applying lessons from the past to contribute positively to the present.

Curriculum Intent:

Our history curriculum is ambitious, inclusive and coherently sequenced. It is designed to ensure that all pupils, including disadvantaged pupils and those with SEND, know more, remember more and can do more over time.

The intent of our history curriculum is to:

- Provide a chronologically coherent understanding of British, local and world history
- Enable pupils to build secure substantive knowledge and disciplinary knowledge (historical enquiry skills)
- Develop pupils' ability to think critically, weigh evidence and form reasoned judgements
- Ensure pupils gain a strong sense of identity, belonging and cultural capital
- Reflect and promote the school's Christian vision and values

Our curriculum enables pupils to engage deeply with questions of meaning, justice, diversity and human experience, supporting spiritual

development and encouraging pupils to reflect on how historical understanding can support flourishing for all.

Curriculum Implementation:

EYFS

History in EYFS is delivered through the Understanding the World area of learning. Teaching is play-based and experiential, enabling children to:

- Talk about past and present events in their own lives and those of their families
- Begin to understand chronology and the passing of time
- Recognise similarities and differences between life now and in the past
- Develop curiosity and language through stories, artefacts and role play

This provides a secure foundation for future historical learning.

Key Stage 1

In Key Stage 1, pupils develop an awareness of the past and begin to place events and people within a chronological framework. Teaching ensures progression by enabling pupils to:

- Use common words and phrases related to time
- Identify similarities and differences between ways of life in different periods
- Ask and answer questions using stories, artefacts, images and other sources
- Understand that the past can be represented in different ways

Pupils study:

- Changes within living memory
- Significant national and global events beyond living memory
- The lives of significant individuals
- Significant events, people and places in their local area

Key Stage 2

In Key Stage 2, pupils develop a chronologically secure and connected understanding of British, local and world history. Teaching focuses on:

- Establishing clear historical narratives within and across periods
- Making connections, contrasts and identifying trends over time
- Using precise historical vocabulary
- Asking and responding to historically valid questions
- Understanding how historical knowledge is constructed from a range of sources

Pupils study:

- Prehistoric Britain (Stone Age to Iron Age)
- The Roman Empire and its impact on Britain
- Anglo-Saxon and Viking Britain
- A local history study
- A post-1066 British history theme
- Ancient civilisations and Ancient Greece
- A non-European society providing contrast with British history

Pedagogy and Teaching Approaches:

Teaching and learning in history are underpinned by high expectations and inclusive practice. Lessons are carefully sequenced to build on prior knowledge and support long-term memory.

Teachers:

- Use enquiry-based learning and purposeful questioning
- Explicitly teach historical vocabulary and concepts
- Provide opportunities for pupils to work with sources and evidence
- Adapt teaching to meet the needs of all learners

Our approach reflects our Christian values by encouraging respectful dialogue, courageous questioning and compassionate understanding of others.

Inclusion, Equality and Diversity:

Our history curriculum reflects a commitment to equity, diversity and justice.

- Black History Month is explicitly taught and celebrated through curriculum lessons and whole-school worship, highlighting the contributions and lived experiences of Black individuals and communities.
- Diverse perspectives are woven throughout history teaching to ensure pupils encounter a wide range of voices.
- Teaching is inclusive and accessible for all pupils, including those with SEND and disadvantaged pupils.

Spiritual, Moral, Social and Cultural (SMSC) Development:

History makes a strong contribution to pupils' SMSC development by enabling them to:

- Reflect on moral choices, injustice and courage in the past
- Develop empathy and respect for others
- Understand the impact of belief, power and leadership
- Appreciate cultural diversity and shared humanity

Remembrance is explored through history lessons and whole-school worship, supporting pupils to reflect on sacrifice, service, peace and reconciliation.

Assessment and Impact:

Assessment in history is used to ensure pupils are learning more and remembering more over time. Teachers assess pupils' progress through:

- Ongoing formative assessment
- Pupil discussion and questioning
- Written and creative outcomes
- Retrieval and recall activities

Impact is evidenced by pupils' growing confidence in historical knowledge, vocabulary and enquiry skills, as well as their ability to make meaningful connections across periods.

Leadership, Monitoring and Evaluation:

The History subject leader ensures the curriculum is well-led and effective by:

- Monitoring planning, teaching and learning
- Reviewing pupil outcomes and work
- Gathering pupil voice
- Supporting staff development

Review and Accountability:

This policy is reviewed regularly to ensure it remains compliant with national guidance, inspection frameworks and the school's Christian vision.

Reviewed: January 2026

Next review: January 2027