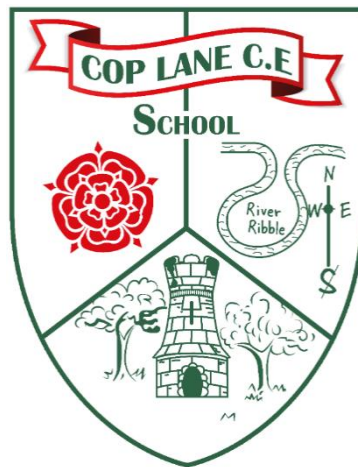


Cop Lane C.E Primary School



History Policy

July 2025

This policy is embedded in our school's mission statement and distinctive Christian vision:

A welcoming Christian community, committed to one another, giving our very best at all times.

Our church school is a welcoming and caring Christian family where everyone is valued and supported so that they can flourish. We aim to instill a lifelong love of learning and nurture everyone's individual talents. Through Jesus Christ, our aspirations, hopes and dreams can be achieved.

'I can do all things through Christ who strengthens me.'

Philippians 4.13

Vision

'A people without the knowledge of their past history, origin and culture is like a tree without roots.'

Marcus Garvey

At Cop Lane C.E. Primary School, we believe that History is about real people, real events, and the progression of humanity through time. History gives pupils a sense of identity rooted in our social, political, cultural and economic development. Through a carefully planned and inspiring curriculum, children develop curiosity about the past and an understanding of how it shapes our lives today. They examine how past societies were structured, what influenced people's actions, and how beliefs and events shaped the world. Pupils build a strong chronological understanding and develop key skills such as critical thinking, evidence evaluation, and enquiry – skills essential for modern citizenship and lifelong learning.

Spirituality

At Cop Lane C.E. Primary School, we believe that the study of history enriches the spiritual development of our pupils by offering them opportunities to explore the deeper meanings of human experience across time. Through history, children reflect on the values, beliefs, and cultures of those who lived before them, fostering a sense of awe and wonder at the diversity and resilience of the human spirit.

We aim to inspire curiosity about the past while encouraging pupils to see themselves as part of an ongoing story. By examining key events, people, and movements, they develop an understanding of how past decisions and actions shape our world today. History also provides a space for reflection on moral and ethical dilemmas faced in the past, helping pupils form their own values and principles.

Through stories of triumph and adversity, our curriculum encourages empathy, compassion, and gratitude, enabling pupils to connect with the courage and creativity of those who came before them. By appreciating the legacies of different civilizations and communities, children grow in their understanding of shared humanity and develop a sense of responsibility for contributing positively to the future.

History at Cop Lane C.E. Primary School is not just a study of dates and events but a journey of spiritual growth, where pupils learn to cherish the richness of human experience and reflect on their place within the unfolding story of our world.

Purpose of Study

A high-quality History education helps pupils gain a coherent understanding of Britain's past and that of the wider world. It should inspire curiosity, equip pupils to ask perceptive questions, think critically, weigh evidence, and develop perspective and judgement. It enables pupils to appreciate the complexity of people's lives, the processes of change, cultural diversity, and societal relationships – all of which are vital in developing their own identities.

Aims

Intent

- To develop both **substantive** (historical content) and **disciplinary** (enquiry-based) knowledge.
- To inspire curiosity and a passion for history.
- To ensure pupils gain a coherent understanding of local, national, and global historical events.
- To equip pupils to ask perceptive questions and form their own evidence-based conclusions.
- To ensure all pupils see themselves and their heritage reflected in the curriculum.
- To foster critical historical thinking and understanding of key concepts like change, cause, continuity, and significance.
- To develop pupils' ability to use historical vocabulary confidently and accurately.
- To build knowledge and understanding that prepares children for life in modern Britain and beyond.

Implementation

- Chronological Understanding: Each classroom displays a timeline to support children's understanding of chronology and place their learning within a wider context.
- Enquiry-Based Learning: Each topic is driven by a key enquiry question to focus learning and promote investigation and analysis.
- Vocabulary Development: Key vocabulary is taught in every unit to support pupils' ability to express historical understanding.
- Conceptual Threads: Concepts such as power, migration, conflict, and civilisation are revisited across units to develop deeper learning.
- Local History: Embedded in every year group to make history relatable and meaningful.

- Diversity & Inclusion: Representation of different cultures, experiences and identities ensures all pupils feel valued and included.

Impact

- Pupils develop a secure chronological understanding.
- Pupils demonstrate an ability to think critically and engage with enquiry-based learning.
- Pupils use historical vocabulary confidently and understand key historical concepts.
- Pupils demonstrate knowledge of historical sources and how they shape our understanding of the past.
- Pupils know more, remember more, and can articulate their learning clearly.

Curriculum

The children undertake a broad and balanced programme that takes account of abilities, aptitudes and physical, emotional and intellectual development. Through history the children learn a range of skills, concepts, attitudes and methods of working.

EYFS

We teach history in reception class as an integral part of the 'Understanding the World' work covered during the year. As the reception class is part of the EYFS, we relate the history side of the children's work to the objectives set out in the Early Learning Goals (ELGs), which underpin the curriculum planning for children aged three to five. History makes a significant contribution to the ELG objectives of developing a child's knowledge and understanding of the world through activities such as exploring historical artefacts, looking and discussing pictures of famous people in history or discovering the meaning of new and old in relation to their own lives. Historical vocabulary is also introduced and developed to enable children to discuss their ideas fully.

KS1

The National Curriculum Programme of Study at Key Stage 1 focuses on developing children's 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 into a chronological framework and identify similarities and differences between ways of life in different periods. Children should use a wide vocabulary of everyday historical terms. They should understand

some of the ways in which we find out the past and identify different ways in which it is represented.

In planning to ensure the progressions described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at Key Stage 2.

Pupils should be taught about:

Pupils:

- Develop awareness of the past.
- Learn chronological vocabulary and sequencing skills.
- Study key individuals and events in national and local history.
- Explore how we learn about the past through sources.

KS2

The National Curriculum Programme of Study at Key Stage 2 should continue to allow children 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. Children 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. In planning to ensure progression, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

- Develop a secure chronological framework.
- Examine British, local, and world history in depth.
- Explore themes across time such as democracy, leadership, and conflict.
- Engage with complex ideas through enquiry, research and interpretation of evidence.

Teaching and Learning Style

We use a range of engaging strategies including:

- Handling artefacts and real-life sources
- Visits to museums and historical sites
- Listening to guest speakers and oral histories
- Storytelling, role-play, drama and multimedia
- Use of historical fiction, non-fiction, and digital tools
- Independent and collaborative research
- Themed days or immersive activities

Adaptive Teaching

Our History curriculum is designed to be ambitious for **all** of our pupils. We adapt our History teaching and learning with consideration of the needs of pupils through the following adaptive teaching strategies:

- Explicit instruction – clear explanations, modelling and frequent checks for understanding.
- Cognitive and metacognitive strategies.
- Scaffolding through supportive tools and strategies.
- Flexible grouping.
- Using technology.

We believe history is for all. Teachers adapt lessons to ensure accessibility and challenge for all learners, including:

- **SEND:** Tasks are scaffolded and differentiated in line with individual needs.
- **More Able:** Pupils receive further challenge through higher-order questioning and extended tasks.
- **Equity:** Our curriculum promotes equality, representation and cultural inclusion.

More Able

Additional challenge for more able children is provided by the class teacher. We aim to give the more able pupils the opportunity to extend their historical thinking and understanding through targeted questioning and activities that challenge their problem solving and enquiry skills.

SEND

Children are given access to history irrespective of ability, race and gender (see Equal Opportunities Policy). Teachers are responsible for the learning of all children in the class. This may involve formulating individual learning programmes for any children with particular needs.

Provision for pupils with Special Educational Needs is planned in line with the Code of Practice for SEND. Tasks are adapted and matched according to the abilities of the pupils.

History Curriculum Planning

At Cop Lane C.E. Primary School, History is taught through carefully adapted enquiry questions. It is planned to engage and excite all our learners, in order to provide the school with a high-quality curriculum, it is the driving force of our planning. Our long-term and medium-term plans map out the skills and themes covered each term for each key stage. This is taught through disciplinary and substantive concepts which are taught through a spiral curriculum. The year group curriculum maps define what we will teach and ensure an appropriate balance of distribution of work across each term.

Teaching and Learning

The school uses a variety of teaching and learning styles in history lessons. Our principal aim is to develop the children's knowledge, skills and understanding in history and we use a variety of teaching and learning styles in our history lessons. We believe children learn best when:

- They have access to, and are able to handle artefacts.
- They go on visits to museums and places of interest.
- They have access to secondary sources such as books and photographs.
- Visitors talk about personal experiences of the past
- They listen to and interact with stories from the past
- They use drama, IT and dance to act out/ report on historical events.
- They are shown, or use independently, resources from the internet and videos.
- They are able to use non-fiction books for research.
- They are provided with opportunities to work independently or collaboratively, to ask as well as answer historical questions.

Assessment/ recording/ monitoring

A Cop Lane C.E. Primary School assessment is an integral part of the teaching process. Assessment is used to inform planning and to facilitate adaptive teaching. The assessment of

children's work is on-going to ensure that understanding is being achieved and that progress is being made.

- Feedback is given to the children as soon as possible and marking work will be guided by the school's marking policy.
- Assessments are recorded annually in the school's tracking system.
- Pupil voice and book study inform curriculum development.
- Assessment feedback supports pupils' progress and next steps.

Roles and Responsibilities

The work of the subject leader is to monitor and support 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. As well as making its own distinctive contribution to the school curriculum, history contributes to the wider aims of primary education.

Resources

There is a range of age-appropriate resources to support the teaching and learning of history, including the local area, across the school. Every class has access to the internet and there are class sets of iPads for teachers to use with their children. Visits are planned to enhance learning and give hands on activity. People with an interest, or expertise, in a particular topic or area of history could be invited into school to work with the children. These might be parents, grandparents, other family members, neighbours or representatives of the local community.

This policy was reviewed in July 2025 by Mrs Claire Dugdale

It will be reviewed again in March 2028 or sooner if needed.

(NB recommendation – on a three-yearly cycle)

Signed: *I. P. Ashmore*

Appendix A

	Autumn Term	Spring Term	Summer Term
1	<p>Changes to our School</p> <p>How has Cop Lane changed since my grandparents were at school?</p> <p>Substantive Concept - Childhood</p> <p>Disciplinary Concept – Change and Continuity</p> <p>The Great Fire of London</p>	<p>Exploration</p> <p>Why was Amelia Earhart a significant individual?</p> <p>Substantive Concept – Inventions</p> <p>Disciplinary Concept – Cause and Consequence</p> <p>British History</p>	<p>Local History Study</p> <p>Why is Preston Guild still celebrated today?</p> <p>Substantive Concept – Local Study</p> <p>Disciplinary Concept – Historical Sources</p> <p>Toys</p>
2	<p>Why was the great fire of London such a significant event?</p> <p>Substantive Concept – Leadership</p> <p>Disciplinary Concept – Consequence</p> <p>Romans</p>	<p>What impact did Mary Seacole have on British history?</p> <p>Substantive Concept – Justice and Equality</p> <p>Disciplinary Concept – Change and continuity</p> <p>British History</p>	<p>How have toys changed since the past?</p> <p>Substantive Concept – Childhood</p> <p>Disciplinary Concept – Change and Continuity</p> <p>Vikings</p>
3	<p>How/Why did Boudicca rebel against the Romans, and was she a hero or a villain?</p> <p>Substantive Concept – Leadership</p> <p>Disciplinary Concept – Historical Enquiry and Interpretation</p> <p>Fighting for Freedom</p>	<p>How did people like Queen Elizabeth I and Florence Nightingale change Britain?</p> <p>Substantive Concept – Leadership</p> <p>Disciplinary Concept – Cause and Consequence</p> <p>Anglo Saxons</p>	<p>Are all Viking's vicious?</p> <p>Substantive Concept – Inventions</p> <p>Disciplinary Concept – Historical Sources</p> <p>Ancient Egypt</p>
4	<p>How did Martin Luther King Jr. and Nelson Mandela help to change unfair rules for children in their countries?</p> <p>Substantive Concept - Childhood</p> <p>Disciplinary Concept – Consequence</p> <p>Preston Docks - Local Study</p>	<p>How did Anglo Saxons deal with crime and can we still see their ideas today?</p> <p>Substantive Concept – Justice and Equality</p> <p>Disciplinary Concept – Historical Enquiry and Interpretation</p> <p>Ancient Greece</p>	<p>What did the Ancient Egyptians invent, and how have their ideas shaped the way we live today?</p> <p>Substantive Concept – Inventions</p> <p>Disciplinary Concept – Historical Sources and Evidence</p> <p>Maya – Early Civilisations</p>
5	<p>Why was Mr Houghton Hodson (and his dog Peggy) important to Preston Docks?</p> <p>Substantive Concept – Local Study</p> <p>Disciplinary Concept – Cause and Consequence</p> <p>World War 2</p>	<p>Can we thank the Ancient Greeks for anything in our lives today?</p> <p>Substantive Concept – Leadership</p> <p>Disciplinary Concept – similarities and Differences</p> <p>Crime and Punishment</p>	<p>How did the Maya inventions impact and influence life today?</p> <p>Substantive Concept – Inventions</p> <p>Disciplinary Concept – Historical Sources and Evidence</p> <p>Stone Age – Iron Age</p>
6	<p>How did World War 2 impact children in the North West region?</p> <p>Substantive Concept - Childhood</p> <p>Disciplinary Concept – Cause and Consequence</p>	<p>How have local courthouses and the way justice is delivered changed over time?</p> <p>Substantive Concept – Justice and Equality</p> <p>Disciplinary Concept – Change and Continuity</p>	<p>Would it has been better to live in the Stone Age or Iron Age?</p> <p>Substantive Concept – Inventions</p> <p>Disciplinary Concept – Historical Sources</p>