



**Faith, Family and Fascination**

# **History Policy**

**Boutcher C.E. Primary School**

Reviewed by:	Megan Whitton
--------------	---------------

Last reviewed during:	Autumn 2025
-----------------------	-------------

Next review due by:	Autumn 2026
---------------------	-------------

**"Love one another. As I have loved you, so you must love one another."  
*John 13:34***

# HISTORY POLICY

## **Mission Statement**

The History Policy will support the delivery of the Mission Statement. History takes place within the context of the Christian aims and ethos of Boutcher School as reflected by our Mission Statement.

*“The aims and practice of Boutcher School seek to reflect the life and teachings of Jesus Christ as told in the Gospels. Jesus taught us, through His example of unconditional love and compassion, that we are all of equal value to God. Everyone is entitled to be regarded with dignity, fairness and respect. We strive to ensure that our school enshrines the values which Jesus taught us.”*

**The children at Boutcher discussed our Mission Statement and created their own interpretation of it.**

“In our school everyone has the right to learn, the right to feel safe and the right to respect. They have the right to learn the good news of the Gospels and to know that God loves us all equally (whether we are rich or poor, young or old.)

We strive to live in the way that Jesus would want us to. We tell others Jesus's stories so that they can learn from them too and we try to set an example for other people in the way that we act. In all that we do we help each other and love others as Jesus would want us to.

Boutcher CE Primary School tries its best to remember that Jesus loves us, even when we make mistakes.”

## **SMSC Statement**

Through the teaching of History children's SMSC is promoted and supported. We aim to prepare our children to maximise opportunities, develop their responsibility and enhance their experiences now and in the future.

Through lessons we promote our Boutcher values of Faith, Family and Fascination. We enable every child to develop and flourish in a loving and open environment in lessons. We actively promote the fundamental British Values as stated by the Government and design opportunities in the curriculum to do this. We want History to be an enjoyable subject where children are fascinated by the learning of themselves, others and the world around them. At the heart of our school, is a rich and diverse culture and community that we enjoy and celebrate. We seek opportunities to work with the local community, explore our local area, welcome visitors to the school, go on trips and take part in community events and projects.

For further information, see the SMSC Policy.

## **Equal Opportunities and Inclusion**

In History we are committed to promoting and providing all children with high expectations and an equal entitlement and opportunities regardless of race, gender, culture, class, SEN or disability. We aim to meet the needs of all our children by personalising our modern languages curriculum, promoting inclusivity to fully engage and motivate all children. This involves providing opportunities for SEND children to receive support and/or scaffolding as well as challenging all children to take an active part in their learning and to achieve their potential.

# HISTORY POLICY

## Aims and Objectives

### **National Curriculum Aims:**

The national curriculum for **history** aims to ensure that all children:

- 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.

### **Boutcher Aims:**

At Boutcher, we strive to provide a high-quality history education that inspires fascination and curiosity about the past, encouraging our children to develop an enthusiastic interest in understanding the world and their place within it..

We aim to ensure that all children:

- experience a curriculum that is ambitious, relevant, and rooted in the diverse histories of our local community and beyond, fostering a sense of belonging and inclusion.
- develop the skills to ask perceptive questions, critically evaluate evidence, weigh differing perspectives, and construct well-informed interpretations of the past.
- explore complex histories that highlight the diversity of people's lives, cultures, societies, and the relationships between different groups, encouraging empathy and understanding of social justice issues across time.
- build chronological awareness and deepen their knowledge of significant events, places, and people, understanding how these have shaped identities, cultures, and communities over time.
- reflect thoughtfully on their own identities and the challenges faced by individuals and societies both historically and in the present day, fostering a strong sense of moral responsibility and active citizenship.
- develop historical enquiry skills that empower them to investigate, interpret, and communicate ideas confidently, embracing a range of viewpoints to appreciate the complexity of history.

# HISTORY POLICY

- feel inspired to become reflective and active members of their community, using their historical understanding to engage thoughtfully with contemporary issues and contribute positively to the future.

Through this approach, we nurture a love of learning rooted in fascination and respect for diversity, aiming to develop children who appreciate the importance of justice, inclusion, and belonging in history and in their own lives.

## **Organisation, Planning and Delivery**

At Boutcher, our History curriculum is thoughtfully designed to ignite a lasting curiosity about the past, helping children to understand how historical events, people, and movements have shaped the world—locally, nationally, and globally. We take an enquiry-led approach that supports the development of critical thinking, evidence-based analysis, and empathy. Rooted in our values as a Church school, we encourage children to explore themes of justice, identity, and community across time, becoming reflective learners who understand their role in shaping a more compassionate and informed future.

### **Planning:**

We use the Kapow Primary History scheme of work as the foundation for our curriculum. Kapow offers a comprehensive, well-structured and progressive framework that aligns with the national curriculum. There are five key strands that run throughout the scheme: topic knowledge, chronological awareness, substantive concepts, disciplinary concepts and historical enquiry. The scheme's spiral approach revisits essential knowledge and skills with increasing complexity, ensuring that learning is reinforced and deepened over time. Enquiry-based questions encourage critical thinking and real-world application, fostering a genuine sense of curiosity and engagement among pupils.

### **Organisation:**

History is taught in focused six-week blocks throughout the year, allowing for immersive learning and clear progression of skills. Lessons balance independent work, collaborative activities and historical enquiry whilst ensuring accessibility for all pupils. The scheme supports cross-curricular links and incorporates disciplinary concepts underpinning the curriculum: change and continuity, similarities and difference, cause and consequence, historical significance, sources of evidence and historical interpretations. There are regular opportunities for children to use the historical enquiry cycle to question, investigate, interpret, evaluate and conclude and communicate.

### **Delivery:**

Teachers deliver lessons using detailed Kapow planning and resources, including knowledge organisers and teacher videos that enhance subject knowledge and confidence. The scheme provides clear guidance on scaffolding and extension opportunities, helping teachers ensure the inclusion of all learners whilst maintaining high expectations. Children are encouraged to ask perceptive questions, present their findings and work like historians.

We are committed to raising the profile of History across the school through engaging content and practical activities. Enrichment opportunities, such as educational visits further nurture children's connection to their community, the past, the present and the wider world, inspiring them to become active citizens.

### **Educational Visits**

Educational visits play a central role in supporting the teaching of history offering pupils experiences that not only bring learning to life but also spark curiosity and enthusiasm for the subject — both now and in the future.

# HISTORY POLICY

These visits provide valuable cultural capital, deepening children's understanding of the people, places and their historical significance.

The History Coordinator ensures that every class takes part in at least one history-related educational visit each academic year, however, class teachers are encouraged to plan more trips where they feel these will enhance the delivery of specific units or strengthen pupils' understanding of key concepts.

## **Resources**

At Boutcher, our school library includes a wide selection of non-fiction and fiction texts linked to History topics, helping to reinforce subject knowledge and inspire curiosity through reading. Children can access these during their class library sessions and at lunchtime.

Chromebooks and iPads are available to enhance History lessons through research and other interactive learning activities. Teachers are encouraged to make use of these technologies to enrich their teaching and deepen children's historical enquiry.

Staff who require additional resources to support the delivery of specific units should speak with the History Coordinator, who can advise or arrange for further purchases as needed.

## **Marking and Feedback**

Marking is key to producing independent learners in History and helps to raise attainment by celebrating the successful aspects of a child's work and also reminding them of the next step in their learning. Feedback and marking in History aim to challenge children, make them question, and give them the skills needed to refine or correct their work.

Vocabulary and misconceptions are addressed in both written and verbal feedback with the child or the whole class. Children are encouraged to use vocabulary provided to spell topic-specific words correctly in their independent work. If a child needs to be questioned or supported further in order to determine if they have met the learning objective, teachers may make additional comments or ask questions on the child's work to support their understanding and thinking. Children will be given support or scaffolding where needed.

For further details, please see our Marking and Feedback Policy.

## **Progress and Assessment**

At Boutcher, assessment in History is ongoing, purposeful and central to ensuring that all children make strong progress in both their historical knowledge and skills. We use a combination of formative and summative assessment to inform teaching, address misconceptions, track progress and celebrate achievement.

Each unit begins with a 'knowledge grab' quiz and an initial task designed to assess children's prior understanding and uncover any misconceptions. Wherever possible, these activities are completed ahead of the first lesson to allow teachers time to tailor planning in response to the outcomes.

## **Formative Assessment**

Formative assessment is embedded throughout every History lesson and plays a vital role in shaping teaching and supporting individual progress. Teachers draw on a range of assessment strategies, including:

# HISTORY POLICY

- targeted and open-ended questioning to assess understanding, promote critical thinking and clarify misconceptions in real time
- observations of engagement and collaboration, helping teachers assess how knowledge and skills are applied during practical or group activities
- pair and group discussions, which encourage children to verbalise their thinking and provide opportunities for teachers to listen in and gauge understanding
- strategic pause points within lessons to summarise learning, address misunderstandings and reflect on progress before moving forward
- retrieval practice, including short recap tasks or oral questioning, which supports retention of prior learning across the unit
- short written or verbal reflections at the end of lessons to consolidate key concepts and allow teachers to assess individual understanding

Weekly recap slides or review questions are often used at the start of lessons to reinforce previous learning. Children are encouraged to refer to topic objectives and use subject-specific vocabulary, which is consistently praised and celebrated. High-quality work is acknowledged through classroom praise, Headteacher's Awards and 'Proud As Punch' certificates.

## **Summative Assessment**

Summative assessment takes place at the end of each unit and provides a broader picture of each child's progress. In most cases, children revisit their initial task or quiz to reflect on what they have learned and demonstrate progress. This is considered alongside weekly work and contributions during lessons to make an informed judgement of overall attainment.

Teachers use this information to assess whether children are working towards, working at, or working at greater depth in relation to age-related expectations. These judgements are recorded on the school's shared drive for tracking and monitoring purposes and, where appropriate, are used to inform future planning.

## **Monitoring and Reporting**

Progress and achievement in History are shared with parents through annual school reports and celebrated at open day events, where pupils have the opportunity to share their learning with the wider school community.

The History Subject Leader plays an active role in monitoring the impact of the curriculum through book looks, learning walks and pupil voice activities. Outcomes from these are used to highlight areas of strength and identify priorities for development. When needed, targeted CPD opportunities are offered to staff through INSET sessions or staff meetings, ensuring that the delivery of History across the school remains high quality and consistent.

## **Monitoring by the Governors**

Governors take part in learning walks with a History focus on a rotational basis. They visit each class and observe learning across the school. The Coordinator will meet with the governing body to discuss these observations and share information about the standard and teaching of History across the school.

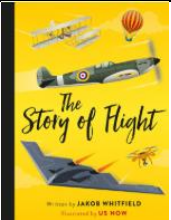
## **Cross-Curricular Skills and Links**

History is associated with every aspect of our lives and relates to all areas of the curriculum. Cross-curricular links are encouraged, and where possible, children will have the opportunity to use knowledge from other curriculum areas alongside History.

# HISTORY POLICY

We ensure that children understand the positive contributions of both men and women to our world, as well as the contributions made by people across the globe and in our local area. Children are taught about the benefits of collaboration and how problems and challenges are faced locally, nationally and internationally.

We also use strong, meaningful texts in reading and writing sessions to support learning in other subject areas. Example:

	Year Four
History	How have Children's Lives Changed?
English	
Science	Electricity

## **Role and Responsibility of Coordinator**

The History Coordinator is actively involved in planning and monitoring the subject. They run planning meetings, lead staff INSET where required, and distribute new ideas and resources among the teaching staff. The Coordinator monitors the standard of History work across the school through observations and data.

Opportunities are provided for teachers to observe the History Coordinator teaching the subject.

The History Coordinator is responsible for assessing staff development needs and organising training. They ensure that there are adequate resources to support teachers and specialist teachers in delivering lessons.

From time to time, the History Coordinator may be asked to fulfil other duties as part of the role.

## **Plan for Unforeseen School Closure**

Should there be an entire school closure we will continue to teach children in accordance with the History curriculum overview. We will continue to plan a variety of activities and provide children with opportunities to continue with their learning at home with lessons being tailored and adapted to suit home learning.

We will use online platforms to teach and deliver homework. Please see the Remote Learning Policy.

## **Promoting Diversity in History Lessons**

At Boutcher, we have always been committed to providing all children with an equal entitlement to activities and opportunities regardless of race, gender, culture or class.

We want all children to feel they are positively represented and have opportunities to find out and explore the lives of significant individuals that have made an impact in the world we live in. For

## **HISTORY POLICY**

BAME children, this may be learning about prominent figures and their influence from people from a range of countries and places. We want children to see themselves as the future and be equipped with the necessary skills and knowledge from the wider world. If children have self-belief and determination, they will achieve greatness.

In History lessons, children are regularly reminded that we respect all people, beliefs and cultures and that disrespect and derogatory views are not tolerated. If children share views that cause concern, these should be written on the appropriate forms and handed to the Headteacher. If teacher's feel uncomfortable in discussions or when planning lessons, they should speak to the History Coordinator for support.



# HISTORY POLICY