



Ormskirk West End

Primary School

History Policy

Approved: Autumn 2026 Next Review Date: Autumn 2029

Ormskirk West End School — History Policy

1. Introduction

A high-quality history education helps pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire curiosity about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

This policy outlines the learning, teaching, organisation and management of History at Ormskirk West End Primary School. The implementation of this policy is the responsibility of all teaching staff. The responsibility for monitoring and review rests with the History subject leader.

2. Our Aims Through Teaching History

We aim to:

- Foster in children an interest in the past and help them enjoy all that history has to offer.
- Enable children to know about significant events in British history, and appreciate how things have changed over time.
- Develop a sense of chronology, helping children understand how the past is structured over time — locally, nationally, and globally.
- Know and understand how Britain's system of democratic government developed — contributing to children's citizenship education.

- Understand how Britain is part of a wider European and global context, and study selected aspects of European and world history.
 - Have some knowledge and understanding of historical development in the wider world — including non-European societies, ancient civilizations, empires, migration and global interconnections.
 - Help children understand society and their place in it so that they develop a sense of their cultural heritage and awareness of different communities.
 - Develop in children the skills of enquiry, investigation, analysis, evaluation and presentation.
 - Encourage children to make connections between local, regional, national and international history.
-

3. Entitlement, Inclusion and Equal Opportunities

In line with our Equal Opportunities Policy we are committed to providing a teaching environment conducive to learning. All pupils are entitled to access the history curriculum at a level appropriate to their needs, regardless of race, gender, ability or disability, religion, social background or culture. Topics and resources will be selected so that all pupils can engage meaningfully and sensitively.

Our history curriculum is broad, balanced and varied with representation of different cultures and heritage to promote and celebrate diversity.

4. Curriculum Planning & Content

- We use the statutory National Curriculum in England: History Programmes of Study as the basis for our curriculum planning.
- Our curriculum aims to deliver both breadth and depth: covering a coherent and chronological narrative of British history, while ensuring pupils also gain an understanding of world history — including ancient civilisations, non-European societies, empires, global interconnections, and migration.

- We recognise that schools have flexibility in selecting which specific topics or examples to teach within the broad framework. This enables us to tailor the history curriculum to reflect our community and local area.
 - Planning involves a medium-term plan per class, which feeds into weekly plans with specific learning objectives. Medium-term plans ensure progression across years, and reflect our school's commitment to both statutory requirements and a rich, balanced historical offering.
-

5. Organisation of History within the Curriculum

- History education is provided from the Foundation Stage through to Key Stage 2, aligning with the National Curriculum expectation that all children receive a broad and balanced curriculum.
 - History can be organised through a thematic or cyclic model, ensuring progression in skills and understanding. Where appropriate, we link historical themes to other foundation subjects — such as Geography, Art, Design & Technology, Science — to promote cross-curricular learning.
 - We commit to using local history, where relevant, as part of our provision. Given national guidance encouraging schools to explore local history across Key Stages 1–3, we believe this enriches pupils' understanding of identity, place and community.
-

6. Teaching & Learning Strategies

History teaching at Ormskirk West End aims to enable children to “think like historians.”

We emphasise:

- Use of historical sources — artefacts, primary sources, visual media, written accounts — recognising how historians construct knowledge from evidence.
- Encouraging critical thinking: children should ask historically valid questions about change, cause/consequence, similarity/difference, significance, and interpretation.

- Cross-curricular and creative approaches: drama, storytelling, role-play, art, local visits, fieldwork, and links with Geography, Art, Science, etc.
 - Inclusivity and representation: ensuring that the stories we tell reflect the diversity of human experience over time and across societies, including non-European civilisations and under-represented groups.
 - Use of ICT where appropriate: to support research, present findings (e.g. via digital media), and record work (e.g. from visits or role-play). Teachers will carefully select suitable resources, mindful of age appropriateness.
-

7. Differentiation & Inclusion

We will differentiate learning in a variety of ways to meet the needs of all pupils:

- By outcome — tasks open-ended to allow pupils to respond at different levels.
 - By task — providing different types of tasks or scaffolded support for pupils with different needs.
 - By input — using a range of stimuli (visual, oral, written, experiential) to support different learning styles.
 - By questioning — using varied levels of questioning to challenge all pupils appropriately.
 - Through peer and self-assessment — giving pupils opportunities to reflect on their learning and identify next steps.
-

8. Role of the History Lead

The History Subject Leader will:

- Support colleagues in planning, teaching and assessing history.
- Oversee and audit history resources, ensuring a range of artefacts, texts, digital media, and local history materials are available.
- Monitor and evaluate the quality of history teaching across the school, and review the history curriculum periodically to ensure it remains broad, balanced and up-to-date.

- Lead on updating the History Policy as needed, including in light of national curriculum changes.
 - Ensure that staff have opportunities for professional development (INSET), especially around inclusive content, history methods, local history, and use of sources.
 - Support teachers to embed cross-curricular and creative approaches, local history, historical enquiry skills, and inclusive perspectives.
-

9. Role of Class Teachers

Teachers are responsible for:

- Ensuring progression in historical skills and knowledge, in line with National Curriculum expectations.
 - Planning effective, engaging and differentiated history lessons, liaising with the coordinator as needed.
 - Identifying appropriate resources and requesting resources when required (within budget constraints).
 - Keeping appropriate records of coverage, progression and assessment.
 - Reporting to parents annually on pupils' learning and progress in history.
 - Reflecting on their practice and identifying training needs.
-

10. Assessment

Assessment in History will include:

- Identifying planned assessment points in medium-term overviews and schemes of work. Assessments will evaluate both key knowledge (chronology, historical facts, concepts) and skills (enquiry, analysis, interpretation, presentation).
- Day-to-day assessment through observation, questioning, discussion, reviewing pupils' work, and checking understanding — used to inform future planning.

- Peer and self-assessment: pupils will use success criteria to reflect on their own and peers' work, identifying strengths and areas for improvement.
 - Summative assessment: at appropriate intervals (e.g. end of a topic or academic year), teachers will assess pupils' attainment against defined learning objectives and historical skills.
 - Reporting: assessment outcomes will be reported to parents in annual school reports.
-

11. Resources

- We will allocate resources for history according to the themes taught in each age group.
 - Resources may include historical artefacts, books, historical texts, digital media, images/photographs, maps, local history sources, and ICT tools (e.g. tablets, digital cameras) where appropriate.
 - Where possible, we will include local history resources and community heritage materials to make history learning relevant to our pupils' context.
-

12. Health, Safety & Safeguarding

This policy should be read alongside our Health and Safety Policy. Appropriate risk assessments will be carried out when planning and conducting history activities, including fieldwork, visits, use of artefacts or digital media, and any cross-curricular projects. Safeguarding and supervision standards must always be met.

13. Monitoring, Review & Policy Evaluation

- The teaching and learning of history will be monitored through scrutiny of medium-term planning, sampling of pupil work, lesson observations, pupil interviews, and analysis of assessment data.

- The History Policy will be formally reviewed every 3 years (or sooner if there are major national curriculum changes) — or during the school's regular policy-review cycle.
 - Next formal review: Autumn Term 2028 (or earlier if required).
-

14. Foundation Stage and Key Stages 1 & 2: Implementation

Foundation Stage (Early Years):

History will be introduced as part of the children's understanding of the world. Activities may include exploring differences between past and present, using language such as "old" and "new", discussing family history, and employing storytelling, role-play and pictures to help children understand change over time. This approach supports development of early historical awareness.

Key Stage 1:

Pupils will develop awareness of the past using everyday historical vocabulary; learn to place events, people and objects within a chronological framework; identify similarities and differences between ways of life in different periods; and begin to understand how we learn about the past. They will ask and answer questions about the past, using stories and simple sources. Where appropriate, topics may include "changes within living memory" and, depending on class context, will begin to explore broader themes in British history (e.g. from Stone Age to Romans) using a mix of depth and overview.

Key Stage 2:

Pupils will develop more secure chronological knowledge of British, local and world history; learn to note connections, contrasts and trends over time; use increasingly wide and precise historical vocabulary; ask historically valid questions about change, cause, significance and similarity/difference; and construct informed responses using a selection of sources. They will learn about the methods of historical enquiry and consider how historical interpretations are constructed.

Oracy in history

Developing oracy is a key priority across school in all subjects. In History we have adopted the school wide approaches of: Agree, Build, Challenge to discuss historical viewpoints and broaden our understanding of significant points in time. We also use 'Say it again, say it better.' This approach is particularly powerful in primary history because it encourages pupils to refine their thinking, use subject-specific vocabulary and explain their ideas with greater precision

Last Review Date: September 2026

Next Formal Review Date: Autumn 2029 (or sooner if national curriculum changes require)