



"Creating excellence, embracing all."

SUBJECT POLICY FOR History 2025

Subject Lead: Su Trinder

Curriculum Action Team: Humanities

Headteacher: Jo Reid

Chair of Governors: Sue Miller

Renewal date: September 2026

Policy to be determined 26th November 2025

Botley School governing board

Botley School Vision statement

A high-quality education in a positive and happy school, where everyone is included, celebrated and encouraged to be a creative lifelong learner.

Botley School Values

Inclusivity Teamwork Kindness Respect Resilience Creativity



“We are not makers of history. We are made by history.” – Martin Luther King, Jr.

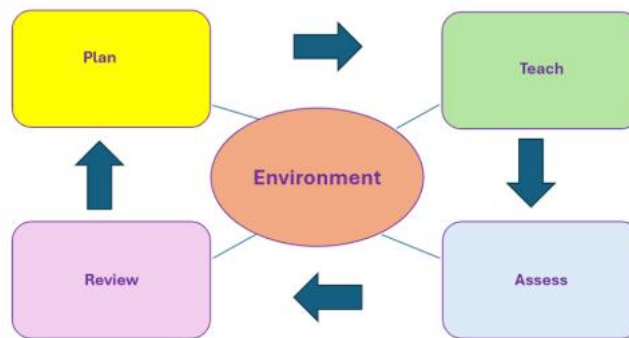
“History is the interpretation of the significance that the past has for us.” – Johan Huizinga

History Vision Statement:

Developing curious, critical and reflective thinkers, who understand that our past shapes our future.

Pedagogical Principles

The Intent, implementation and impact of the History curriculum is rooted in the pedagogical principles as set out in the Botley Teaching and Learning Policy.



Intent

At Botley School, pupils will follow a History curriculum which develops learning and results in the acquisition of knowledge and skills which enables children to enquire, research and analyse in History. Children will have a coherent understanding of Britain’s history as well as that of the wider world and the chronology that underpins both. Children will know more, remember more, understand and reflect more.

National Curriculum Aims:

EYFS:

Early Years Foundation Stage (EYFS)

Within the EYFS, history is taught within **Understanding the World** – (greater focus on widening experiences in line with ‘Cultural Capital’). EYFS practitioners use the Statutory Framework with the support of Development Matters to plan adult focused activities to teach specific skills and knowledge for history. Children are then able to develop these further through their own independent learning and the carefully planned continuous provision provided. Further information about EYFS can be found in the EYFS policy.

Early learning goals for History in EYFS (as part of Understanding the World): please see appendix 3

Key Stage 1 & 2

The National Curriculum for History aims to ensure that all 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 analysis
- 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.

Key Stage 1 National Curriculum Attainment:

Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality.

Key stage 2 National Curriculum attainment:

Pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age
- the Roman Empire and its impact on Britain
- Britain’s settlement by Anglo-Saxons and Scots
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- a local history study
- a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066
- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

Implementation

History Curriculum and scheme of work

Planning

The long-term plan for history incorporates the primary National Curriculum and the Early Years Foundation Stage curriculum. Broad areas for historical enquiry, as outlined in the National Curriculum, provide the over-arching termly topic focus for:

- Six out of the twelve terms detailed in the Key Stage 1 curriculum
- Six out of the twelve terms detailed in the Key Stage 2 curriculum

The separate medium-term plans for EYFS/KS1 and KS2 have been aligned to the long-term plan with the progression of historical enquiry skills that are expected to be seen from Year R to Year 6: chronological understanding; range and depth of historical knowledge; interpretations of history; historical enquiry; organisation and communication.

The medium-term plans encompass a range of resources and planning, including the use of online subscriptions to, 'Twinkl' and 'Hamilton Trust'.

History teaching and learning

From LKS2 to UKS2, the first lesson in a sequence of learning, is linked to chronology (time-line). History is taught in single classes by the class teachers. They plan their lessons based on the long-term plan and resources provided but adapting the objectives to suit the stage of development for the pupils in their class based on the Botley Historical Skills progression document. History is taught as a whole class, but may include individual, paired, group or whole class activities as part of this.

Topic lessons are timetabled on a weekly basis and can encompass a range of different foundation subjects, history being one of these.

SEND and Inclusion

We are an inclusive school. As with all subject areas, delivery of history is made to all pupils through Quality First Teaching, which considers the learning needs of all the children in the classroom. Learning and teaching will be ambitious and adapted to the individual needs of pupils where appropriate.

Creating an inclusive learning environment that is sensitive to the individual learning, emotional, social or economic needs of pupils will also be considered. Pupils who receive 1:1 support will have access to support during history lessons where appropriate to their needs. Lesson plans will take account of the differing needs of pupils with SEND however, the school recognises that not all pupils with identified special educational needs require the same level of support in history as they may do in other core subjects. For pupils with EAL, teachers will ensure key vocabulary is clearly defined and understood and provide additional support where appropriate. All classes have an inclusion action plan, which includes general teaching strategies for different groups within the class, based on teacher assessment.

Equal opportunities:

All teaching and support staff will do their best to ensure that, all children, irrespective of gender, ability, ethnic origin, social and physical circumstances have equal access to the curriculum.

Enrichment and the Wider Community

We plan regular visits, visitors and involvement in the community activity to provide first-hand experiences for the children to support and develop their learning. This is often linked to history. We recognise that to have impact, the planned enrichment (or cultural capital opportunity) must be clearly linked to the statutory historical knowledge to be acquired and provide the opportunity for children to better understand the knowledge or apply what they already know.

Spiritual, Moral, Social and Cultural Development

The history curriculum and enrichment opportunities inherently support the spiritual, moral, social and cultural development of the pupils at Botley. g

Pupils' spiritual development is enhanced through history by:

- researching and discussing the beliefs of peoples of the past, and their influence on the beliefs of the peoples of today
- gaining a sense of enjoyment and fascination in learning about sense of enjoyment and fascination in learning about themselves, others and the world around them
- the use of imagination and creativity in learning
- a willingness to reflect on experiences.

Pupils' moral development is enhanced through history by:

- recognising the difference between right and wrong in historical situations and readily applying this understanding in their own lives and, in so doing, respecting the civil and criminal law of England

- understanding of the consequences of the actions of people in the past, and applying this understanding to their lives today
- investigating, and offering reasoned views about, moral and ethical issues from the past, and being able to understand and appreciate the viewpoints of others on these issues.

Pupils' social development is enhanced through history by:

- being able to cooperate well with others and resolve conflicts effectively through historical work and roleplay
- an understanding and acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

Pupils' cultural development is enhanced through history by:

- an understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- participating in, and responding to, for example, artistic, sporting, and cultural opportunities
- an interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

Impact

Recording

Work conducted as part of Humanities lessons (History and Geography), where possible, is recorded within children's own Humanities Books or folders. This may take the form of photographs, pictures, notes or written work and may be worksheet based or fully independent. In order to establish chronology, the first history lesson in each academic year is used to create a timeline, which children can continue to refer to throughout the year, regardless of the current area of study. The relevant timeline will be displayed in all classrooms.

Assessment

The Botley Historical progression document enables staff to understand what pupils have learnt before, what they need to learn now and what they will learn next.

Formative Assessment

Formative history assessment is ongoing to inform teachers with their planning, lesson activities and differentiation. History assessment is recorded throughout the year, using the BROMCOM school information system.

Summative Assessment

At the end of each school year, pupils will be assessed within one of the following bands: Pre-Key Stage (PKS); Working Towards the curriculum (WT); Working at Expected (EXP); Working at Greater depth (GDS).

Pupils will be expected to demonstrate all the core skills on the progression table relevant to their year group to be assessed as EXP. Botley School recognises that some pupils who may struggle with English may still show EXS attainment through verbal discussions.

Pupils working at greater depth will be expected to utilise the expected level of development to explain, create, develop and compare the full breadth of the historical skills outlined in the progression map. In addition, pupils will be expected to communicate their written thoughts, ideas and feelings at a greater depth standard in English.

Reporting

A final summative assessment for history will be reported to parents within the annual school report.

Monitoring

The history subject leader is responsible for the monitoring of history teaching, learning and outcomes across the school. In the event that, there is no history lead, the responsibility devolves to the Senior Leadership team. History is monitored throughout all year groups using a variety of strategies such as planning scrutinies, lesson observations, book looks and pupil conferences.

Linked policies:

- Curriculum policy
- Learning and Teaching Policy
- Assessment policy
- Equal Opportunities policy
- SEND policy

Appendix 1:

[History Curriculum Overview](#)

Appendix 2

[Historical Enquiry skills progression map](#)

Appendix 3:

[History in the Early Years](#)