



History Policy

Approved by: Head – K Priestley **Date:**01.10.2025

Last reviewed on: October 2025

Next review due by: September 2026

Curriculum Intentions

At Norbreck, we teach our children that History is not merely a collection of dates and events; it is the rich tapestry of human experiences that has shaped the world we live in today. Through exploring the achievements, struggles, and triumphs of those who came before us, children develop a stronger sense of identity and an appreciation for the diverse cultures that make up our society. History is a gateway to understanding ourselves, our world, and the power of human endeavour.

Following the National Curriculum, our aim is to foster empathy, encourage curiosity, and develop an appreciation for a variety of perspectives. We want our children to learn substantive knowledge (the facts) and build disciplinary knowledge (historical enquiry skills).

Disciplinary Threads

- Chronology – Understanding the sequence of historical events and placing them in context.
- Change and Continuity – Exploring how things have changed or stayed the same over time.
- Cause and Consequence – Investigating why events happened and what effects they had.
- Similarity and Difference – Comparing societies, cultures, and experiences across time and place.
- Historical Interpretation – Evaluating sources and understanding how history is constructed.
- Enquiry and Evidence – Asking questions, analysing evidence, and forming reasoned conclusions.

Substantive Concepts (Golden Threads)

To give coherence and depth to our curriculum, we embed five overarching substantive concepts across all year groups:

- Leadership and Monarchy – Exploring how power has been held and exercised across time.
- Invasion and Migration – Understanding the movement of people and its impact on societies.
- Trade and Tourism – Examining economic and cultural exchanges across history.
- Civilisation – Investigating the development and characteristics of complex societies.
- Legacy and Invention – Considering what has been left behind and how innovations have shaped the world.

At Norbreck Primary Academy, our History curriculum is designed to inspire curiosity, critical thinking, and a deep understanding of the past. We aim to develop young historians who ask thoughtful questions, analyse evidence, and evaluate multiple sources to form reasoned, informed opinions.

We believe that History is far more than a timeline of events—it is the story of human experience. By exploring the achievements, struggles, and legacies of those who came before us, children gain a stronger sense of identity and a deeper appreciation for the diverse cultures that shape our society today. History helps our pupils understand themselves, their world, and the enduring impact of human endeavour.

Curriculum Implementation

- History is taught once per term, with additional historical activities throughout the year to support long-term memory.
- Each year group studies one local history topic annually to build a sense of place and community.
- Lessons are sequenced to ensure progression in both knowledge and skills, supported by a progression of skills document from EYFS to Year 6.
- Chronology is central to our teaching, with British and Black British History timelines displayed in every classroom.
- Knowledge organisers and timelines are used to support retention and understanding.
- A wide range of sources, visits, workshops, and creative approaches (e.g. role-play, ICT, storytelling) bring history to life.

Assessment and Enrichment

- A 'Big Question' is posed at the start and end of each topic to assess learning.
- Formative assessment is ongoing through questioning, quizzes, and projects.
- Key questions throughout each unit promote higher-order thinking and are adapted for SEND and greater depth learners.
- Outreach from historians and historical actors enriches the curriculum with memorable experiences.

Professional Development and Review

The History Lead attends termly network meetings and shares updates with staff. CPD is provided as needed, and all staff have access to a range of high-quality planning resources. This policy will be reviewed annually to ensure it remains current and effective.

Long Term History Plan

Whole School History Overview							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	<p>Begin to make sense of their own life-story and family's history.</p> <p>Comment on images of familiar situations in the past.</p>	Significant Monarchs	The Great Fire of London	The Stone Age to the Iron Age	Local History - Illuminations	Anglo-Saxons and Vikings	WW2 including local history
Spring	<p>Compare and contrast characters from stories, including figures from the past.</p>	The Victorians	Mary Seacole and Florence Nightingale	Ancient Egyptians	The Tudors	Local History – Heritage Building	Changes over time: 1066 – present day
Summer		Local History – Lighthouse and Shipwreck	Castles	Local History – Tourism	Romans in Britain	Ancient Greece	Islamic Civilisation