



BELTON C OF E PRIMARY SCHOOL

History Policy
2025 - 2026



Achieving the best together

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Purpose of the Policy

This policy reflects the aims and values of Belton CE Primary School. It ensures all stakeholders, including staff, governors, parents and pupils, are working towards the same goals.

The purpose of this policy is to:

- Set out a framework for all teaching and non-teaching staff, giving guidance on planning, teaching and assessment.
- Demonstrate adherence to the National Curriculum objectives and guidelines.
- Provide clear information to parents and carers about what their children will be taught.
- Allow the governing board to monitor the curriculum.
- Provide OFSTED inspectors with evidence of curriculum planning and implementation

This policy will be available on our school website.

Subject Vision

At Belton CE Primary, we believe a high-quality History education should inspire pupils to be curious and creative thinkers who develop a complex knowledge of local and national history and the history of the wider world.

We want pupils to develop confidence to think critically, ask questions and be able to explain and analyse historical evidence.

Throughout schemes of work, we aim to build an awareness of chronology and the significant events and individuals in global, British and local history and recognise how things have changed over time.

History will support children to appreciate the complexity of people's lives, the diversity of societies and relationships between different groups.

Studying History allows children to appreciate the many reasons why people may behave in the way they do, supporting children to develop empathy for others while providing an opportunity to learn from mankind's past mistakes.

Aims and Outcomes

By the time pupils leave the school, they should be able:

- To understand chronology making connections over periods of time and what was happening at the same time globally to develop a chronologically secure knowledge.
- To understand the key disciplinary concepts of change and continuity, cause and consequence, similarities and differences, historical significance, historical interpretations and sources of evidence and to learn how historians use these skills to study and analyse the past and make judgements.
- To use these skills and sources to create their own historical enquiries.
- To be aware of key substantive concepts including power, invasion, settlement and migration, empire, civilization, religion, trade, achievements of humankind, society and culture.

Through using Kapow Primary's History scheme of work meet the end of key Stage attainment targets in the National Curriculum and the aims also align with those set out in the National Curriculum.

Teaching and Learning

History is taught in single and mixed age classes, dependent on the classes, by class teachers. Lesson plans are based around the subject's long-term plan (see Kapow's scheme of work) and resources available, with objectives adapted to suit the stage of development for the pupils in each class. The teaching of History will involve:

- Whole-class teaching
- Small group discussions
- Undergoing historical enquiries
- Handling artefacts
- Having access to secondary sources such as books and photographs
- Visitors talk about personal experiences
- Stories from the past
- Using drama to act out historical events
- Interviewing family and friends who are older
- Use resources from the internet and videos
- Research from the internet
- Researching from non-fiction books

Curriculum Overview

Here at Belton CE Primary School the pupils will follow the Kapow Mixed- Aged Scheme of Work.

Kapow provides the following documents to show the gradual development of learning, the outcome being the acquisition of knowledge and skills that enable each pupil to enquire, research and analyse.

History Progression of Knowledge and Skills

This document gives an overview of the skills and knowledge covered in each phase and strand and how these skills are developed in order to enable pupils to reach the end of key stage outcomes outlined in the National curriculum. This document explains the substantive knowledge strands: topic knowledge, chronological awareness and the substantive (abstract) concepts plus the disciplinary strands: disciplinary concepts and historical enquiry.

History Long-term plan

This gives a suggested order for teaching our History units over a school year. There are three units per year group, each made up of six lessons. A brief summary of each unit is provided. This document also gives information about how our curriculum has been designed, and any flexibility to move units around to adapt the scheme to suit your school.

Intent, Implementation and Impact Plan

This document outlines the intent and rationale behind Kapow Primary's History scheme of work, how to implement it and how to measure pupil progress and impact.

National Curriculum coverage and History National curriculum coverage — mixed-age

These documents provide an overview of the national curriculum for History, including its objectives and content. Kapow Primary's units have been mapped against the curriculum to indicate their coverage. This information supports teachers in ensuring that no objectives are missed, even if a unit is omitted. The same information can be found on our lesson plans. They also show how KAPOW mixed-age scheme of work gives National curriculum coverage.

History: Progression of Vocabulary

A document showing how vocabulary builds through the KAPOW curriculum.

Programmes of Study at Belton CE Primary School

Cycle A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS		Peek into the past		Adventure through time		
Year 1 and 2		How am I making history?		How have toys changed?		How did we learn to fly?
Year 3 and 4		Would you prefer to live in the Stone, Bronze or Iron Age?		Why did the Romans settle in Britain?		How hard was it to invade and settle in Britain?
Year 5 and 6		Were the Vikings raiders, traders or something else?		What was life like in Tudor England?		What was the impact of World War 2 on the people of Britain?

Cycle B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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EYFS		Peek into the past		Adventure through time		
Year 1 and 2		What is history ?		How was school different in the past?		What is a monarch?
Year 3 and 4		How have children's lives changed?		What was important to Ancient Egyptians?		How did the achievements of the Ancient Maya impact their society and beyond?
Year 5 and 6		What does the census tell us about the local area?		What did the Greeks ever do for us?		Who should go on the banknote?

Each year we have a History day where we focus on the following elements of both British and local history.

	Cycle A	Cycle B (Local History)
KSI & EYFS	Great Fire of London	Our village
Year 3/4	Titanic	Castles and Priors (Ashby & Grace Dieu)
Year 5/6	World War I	Richard III & Bosworth

Cross-Curricular Links

This curriculum allows for cross curricular links including SMSC which encourages empathy towards other cultures and religions, and reflection on moral issues.

Assessment and Recording

Assessment

Belton CE Primary School uses assessment to enable staff to understand what pupils have learnt before, what they need to learn now and what they will learn next.

Formative Assessment

There is a Kapow retrieval activity at the start of every lesson and retrieval bags are used within the classroom regularly. At least one of these activities or a similar task per unit is found in every child's foundation book. Each class has Assessment is used to inform planning and to facilitate differentiation. The assessment of children's work is on-going to ensure that understanding is being achieved and ensure 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

Summative Assessment

The Kapow assessment materials (multiple choice) are used at the start and end of each unit.

The class teacher makes a summary judgement of the work for children and considers whether the child is working towards, age related or greater depth plus SEN and pupil premium children are also identified. The mark is recorded on Insight. Comparing the pre and post unit assessments allows teachers and the subject leader to gauge the progress of individuals and groups of pupils.

Marking (see policy)

All work is expected to be marked and any misconceptions addressed. If verbal interactions or support has been provided, this is indicated in the books using symbols outline in our Marking policy. Written questions provided by the Teacher are expected to require a response from the pupil and will consolidate their thinking or encourage them to make progress.

Recording

In Key Stage 1 and Key Stage 2 the children each have their own foundation book to record their work. In EYFS the children's work is mainly practical.

Recording may take the form of photographs, pictures, notes or written work, and may be worksheet-based or fully independent. In EYFS, assessment of geographical knowledge and skills are considered as part of the judgement for the 'Knowledge and Understanding of The World' aspect of learning.

Resources

Textbooks and other equipment

Besides using the Kapow scheme as a resource (see also Kapow's Equipment List document), the children will use:

- Old school log book, exhibitions, illustrations, photos maps and other resources from the Belton History Group
- Books from our library
- Child friendly websites.
- Jigsaws and posters.
- Artefacts

External speakers, local museums, trips

Where possible we will visit the local area or invite in people from the local area to talk to the people.

Roles and Responsibilities

Headteacher

The headteacher and curriculum leader at our school will:

- Support the subject leader but also hold them to account for the effectiveness of the subject. Support staff through the provision of training and resources.
- Monitor the planning and delivery of the subject.
- Ensure the requirements of the National Curriculum are met.
- Ensure this policy is reviewed according to the timescales set out.

Subject leader

The subject leaders at our school will:

- Prepare and review subject policy and curriculum plans.
- Promote the study of the subject throughout the school.
- Monitor the teaching and assessment of the subject.
- Attend appropriate CPD.
- Stay informed regarding developments in the study and teaching of the subject.
- Evaluate resources.
- Provide training and CPD to staff on the subject curriculum and its delivery, and keep them informed about subject developments

nationally (5-minute briefing termly).

- Assess the impact of the subject curriculum on pupils' learning and development.
- Provide reports to governors on the subject and how it is being taught.

Classroom teacher

Classroom teachers at our school will:

- Teach and assess the subject according to the principles laid out in this policy.
- Support subject leader during monitoring activities.
- Maintain subject knowledge and appropriate CPD.

Inclusion

Teachers set high expectations for all pupils in History. The school uses the KAPOW assessments prior to starting the unit in order to assess the needs for all pupils including:

- More able pupils.
- Pupils with low prior attainment.
- Pupils from disadvantaged backgrounds.
- Pupils with special educational needs (SEN).
- Pupils with English as an additional language (EAL).

Teachers will adapt KAPOW's activities/resources/outcomes so pupils with SEN, EAL and/or disabilities can access the History curriculum; more able children will have opportunities to demonstrate their skills, knowledge and understanding.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

Links to Other Policies

This subject policy links to the following policies and procedures:

- Curriculum policy
- Assessment policy

- Marking policy
- SEN policy

Monitoring and Review

Monitoring activities undertaken by the subject lead for geography are planned across the year as per the monitoring calendar and can include the following:

- Staff meetings to analyse samples of pupils' work in history to moderate standards to ensure consistency and to inform colleagues of subject developments at local and national levels;
- Lesson observations/ learning walks to ensure that learning and teaching is appropriately engaging and challenging and that appropriate progress is being made by all pupils;
- The sampling of pupils' work to ensure that expectations in terms of subject outcomes are being maintained through the curriculum;
- Meetings and discussions with pupils from across year groups.

An important outcome of this ongoing monitoring and evaluation will be the identification of professional development needs amongst colleagues. The subject lead will, in the context of whole school priorities seek to address these through engaging appropriate external and internal support.

The subject lead uses the intelligence gained from monitoring and evaluation provision to update the school development plan and inform the priorities for the annual Action Plan for History.

This policy will be reviewed by staff and governors every 2 years.

C Yendall – December 2025