



History Policy

Subject Leader	Mrs N Goodman
xx Governor	Mr C Carassale
Last Updated	June 2026
Date to Review	June 2027

Moss Side Primary School

History Policy

At Moss Side Primary School, we strive to deliver an engaging, exciting, broad and balanced history curriculum which enables pupils to understand how the past has shaped the world in which they live today. Through the study of history, children develop a sense of identity, an understanding of change over time and an appreciation of the diverse societies and cultures that have contributed to our local, national and global heritage.

We follow the requirements of the National Curriculum, including studies of changes within living memory and beyond, local history, British history and the history of the wider world. Historical themes often act as drivers for learning across the curriculum and are enriched through educational visits, museum experiences, visitors, drama, performance and role play. These experiences bring the past to life and inspire curiosity, enquiry and a lifelong interest in history.

Children's historical knowledge, understanding and skills are developed progressively from the Early Years Foundation Stage through to Year 6. They learn to ask and answer questions, investigate evidence, think critically and develop an understanding of chronology and historical interpretation.

Purpose of this Policy

This policy reflects the school's values and philosophy in relation to the teaching and learning of history.

It provides a framework within which teaching and support staff can operate and should be read alongside the school's History Scheme of Work.

History is a foundation subject within the National Curriculum.

Intent

At Moss Side, we aim to provide a high-quality history education that inspires pupils' curiosity about the past and helps them understand the complexity of people's lives, significant events and historical change.

Our history curriculum aims to ensure that all pupils:

- Know and understand the history of Britain as a coherent, chronological narrative.
- Know and understand significant aspects of world history, including ancient civilisations, empires and non-European societies.
- Develop a secure understanding of key historical concepts such as chronology, continuity and change, cause and consequence, similarity and difference, significance and interpretation.
- Gain and apply historical vocabulary appropriate to their age and stage of learning.

- Understand how evidence is used to make historical claims and how interpretations of the past can differ.
- Make connections between local, national and international history.
- Develop respect for diverse cultures, beliefs and experiences throughout history.
- Appreciate how the past influences the present and future.

We recognise the importance of both substantive knowledge (what happened in the past) and disciplinary knowledge (how historians investigate and interpret the past).

Implementation

Curriculum Organisation

History is taught throughout the school using the Moss Side History Scheme of Work, which ensures progression in knowledge, skills and understanding.

Teachers are responsible for delivering the curriculum within their class, supported by the History Subject Leader.

History may be taught as discrete units or through cross-curricular themes where meaningful links can be made. Learning opportunities are enhanced through educational visits, visitors, artefacts, drama, storytelling, role play and the use of historical sources.

Early Years Foundation Stage

History begins within the EYFS through the "Understanding the World – Past and Present" area of learning.

Children develop an awareness of:

- Their own lives and personal history.
- Family history and changes over time.
- Similarities and differences between past and present.
- Events and experiences that are significant to them.

Key Stage 1 and Key Stage 2

Pupils develop an understanding of:

- How and why things change over time.
- The causes and consequences of historical events.
- Similarities and differences between different periods and societies.
- Historical evidence and sources.
- Different interpretations of the past.
- Chronology and historical significance.

Throughout Key Stage 2, pupils revisit recurring themes to deepen their understanding and support comparison across historical periods. These themes include:

- Daily life
- Children and family life
- Housing
- Food
- Clothing
- Society and inequality
- Leadership and power
- Trade and community

These themes help pupils identify patterns of continuity and change throughout history.

Historical Vocabulary

Subject-specific vocabulary is explicitly taught and revisited throughout each unit of work. Pupils are encouraged to use historical terminology accurately in discussion and written work.

Key vocabulary may include terms such as:

- civilisation
- empire
- monarchy
- parliament
- democracy
- invasion
- settlement
- chronology
- interpretation
- significance

Vocabulary progression is planned across the school.

Diversity and Representation

Our curriculum reflects the diversity of Britain and the wider world. Pupils learn about a range of historical figures, communities and cultures and are encouraged to consider different perspectives and experiences when studying the past.

Inclusion

We are committed to ensuring that all pupils can access and enjoy history learning.

This is achieved through:

- Setting suitable learning challenges.
- Responding to pupils' diverse learning needs.
- Adapting resources and teaching approaches where appropriate.
- Providing scaffolding and support while maintaining high expectations.
- Offering opportunities for challenge and extension.

Teachers ensure that pupils with SEND, disadvantaged pupils and those with English as an Additional Language are fully included in all aspects of learning.

Assessment

Assessment is an integral part of teaching and learning in history.

Teachers assess pupils' understanding through:

- Questioning and discussion.
- Observation of learning.
- Written and practical outcomes.
- Retrieval activities.
- End-of-unit assessments where appropriate.

Assessment information is used to:

- Identify misconceptions.
- Inform future planning.
- Support progression.
- Evaluate curriculum effectiveness.

Teachers assess pupils against National Curriculum expectations and progression objectives.

Impact

By the time pupils leave Moss Side Primary School, they will:

- Have a secure understanding of chronology.
- Possess a broad knowledge of local, British and world history.
- Understand key historical concepts and vocabulary.

- Be able to ask historically valid questions.
- Analyse and evaluate a range of historical sources.
- Understand that history can be interpreted in different ways.
- Make meaningful connections between historical periods and the present day.
- Demonstrate curiosity, critical thinking and enthusiasm for learning about the past.

Planning and Evaluation

Planning takes place at class level and is overseen by the History Subject Leader.

Planning is used to:

- Set clear learning objectives.
- Ensure work is matched to pupils' needs and abilities.
- Promote progression and continuity.
- Ensure full curriculum coverage.
- Inform assessment.
- Support effective teaching and learning.

Subject Leadership

The History Subject Leader is responsible for:

- Monitoring standards of teaching and learning.
- Supporting staff with planning and curriculum development.
- Reviewing and updating the scheme of work.
- Monitoring assessment information.
- Auditing and organising resources.
- Leading professional development where appropriate.
- Ensuring progression across the school.

Monitoring and Evaluation

The quality of history provision is monitored through:

- Lesson visits and learning walks.
- Book scrutiny.

- Planning reviews.
- Pupil voice activities.
- Assessment analysis.
- Staff discussions.

Findings are used to identify strengths and areas for development and to support ongoing curriculum improvement.

Parental Involvement

We value the role parents and carers play in supporting children's learning.

Parents are encouraged to:

- Discuss historical learning at home.
- Visit museums and historical sites.
- Support homework and research activities.
- Attend curriculum events and open evenings.

Children's historical work is shared through displays, celebrations of learning and parent events.

Health and Safety

When working with equipment, artefacts, practical activities and in different environments, including educational visits, pupils should be taught:

- About hazards, risks and risk control.
- To recognise hazards and assess risks.
- To take appropriate steps to ensure their own safety and that of others.
- To use information to assess immediate and cumulative risks.
- To manage their environment responsibly.
- To explain the actions they take to control risks.

All visits and activities must be carried out in accordance with the school's Educational Visits Policy and Health and Safety procedures.

Updated June 2026

To be reviewed June 2027