



History Policy 2025

Approved by:

Date: 09.07.2025

Last reviewed:

09.07.2025

Next review due:

Autumn 2025

Intent:

Our young historians are curious about the past. They develop a coherent knowledge and understanding of the history of our local area, Britain and the wider world - gaining a mature and informed historical perspective. With a strong focus on key vocabulary, pupils develop valuable and life-long skills as they learn how to ask questions and interpret the past. They are equipped with the ability to research, consider evidence and argue a point of view. As they progress through school, pupils develop a secure understanding of chronology, the causes of historical events and the impact that these have had. Highlighting the significance of history, pupils are immersed in the fascinating changes that have taken place in past societies and how their beliefs, cultures and actions have influenced our lives today.

Purpose of policy and guiding principles:

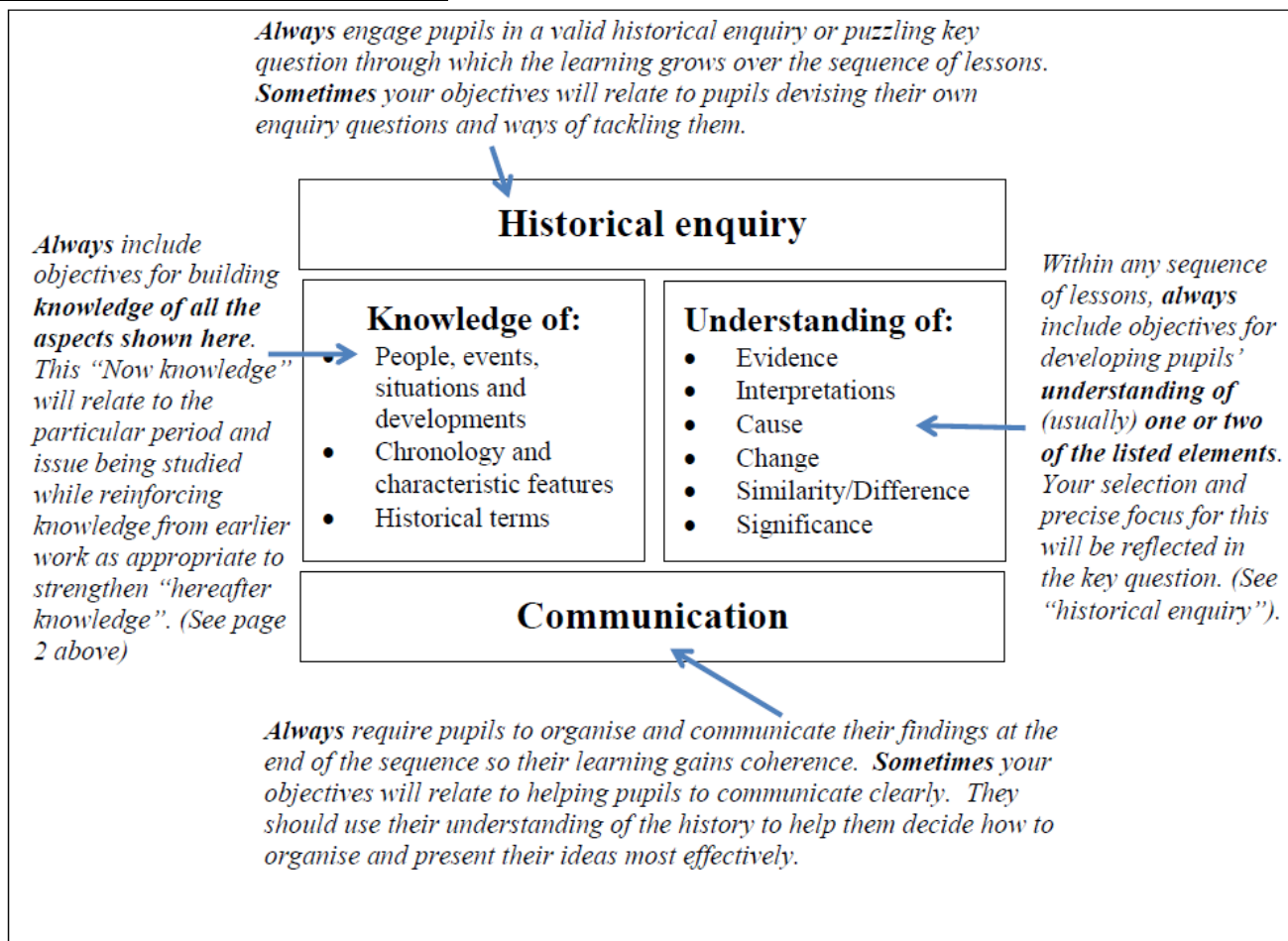
Our Aims

Creative teaching of history at Sandal Magna meets the needs of the curriculum whilst developing a school curriculum centred on the significance of Wakefield and Yorkshire. Each history unit is studied in depth, challenging the pupils to broaden their chronological knowledge and understanding whilst developing their skills of enquiry and interpretation.

We achieve this by:

- Setting clear and specific learning objectives that engage pupils with a key enquiry question
- Planning a clear progression of learning, with specific success criteria, which works towards endpoints for each year group
- Building pupil knowledge of key people, events and historical terms – reinforcing prior knowledge
- Developing pupil understanding of key historical terms: cause and consequence, change and continuity, similarity and difference and significance, including opportunities to compare past societies to life today
- Setting high expectations which challenge the thinking of all pupils and develop their historical perspective
- Differentiating lesson activities so that lower attaining pupils are supported and higher attaining pupils are challenged further
- Using targeted questioning effectively and giving verbal feedback
- Using primary sources economically to develop pupil ability to consider evidence by making enquiries and interpret the past
- Using structured talk during debates, teaching pupils to justify their arguments with evidence and to build on the opinions of others.

Guidelines for an effective history lesson:



Assessment and feedback

- Regular quizzes to promote recall and retrieval of knowledge (using the content of the unit knowledge organiser).
- End of unit assessments based on core knowledge organiser content
- Marking undertaken in line with school marking policy of whole class feedback

Health and Safety:

- A risk assessment will be made, as part of the planning process, before any potentially dangerous historical activity is undertaken.
- Children will be informed of any risks or hazards but will also be encouraged to assess and identify risks for themselves.
- Children will be shown how to handle historical artefacts safely.

Monitoring and review

- Learning walks
- Pupil interviews
- Book scrutinies