



HISTORY POLICY

June 2026

REVIEW DATE:	June 2027	
SIGNED OFF BY:	Governors	
ROLE:	Teacher	
LEAD PROFESSIONAL:	E Stephenson	

Relationships and Sex Education Policy

Policy Statement

At Sandal Magna Community Academy, we are committed to providing a high-quality history education that inspires pupils' curiosity about the past and develops their understanding of Britain's history and that of the wider world.

Our history curriculum is designed to help children gain a coherent knowledge and understanding of historical events, significant individuals, societies and civilisations. Through the study of history, pupils develop their sense of identity, an appreciation of diversity, and an understanding of how the past has shaped the present.

History teaching encourages children to ask perceptive questions, think critically, evaluate evidence, consider different perspectives and develop informed judgements. Through meaningful historical enquiry, pupils learn to understand change over time, recognise similarities and differences between societies, and appreciate the complexity of human experiences.

We aim to foster a lifelong interest in history and an appreciation of the resilience, achievements and sacrifices of those who have influenced the world we live in today, including individuals and events from our local area.

Aims

The aims of history education at Sandal Magna Community Academy are to:

- Develop a secure chronological understanding of British and world history.
- Inspire curiosity and enthusiasm about the past.
- Enable pupils to ask questions and undertake historical enquiries.
- Develop critical thinking through the analysis of evidence and sources.
- Help pupils understand change, continuity, cause and consequence.
- Promote understanding of diverse societies, cultures and experiences.
- Strengthen pupils' understanding of their own identity and place in society.
- Encourage appreciation of significant individuals, events and achievements.
- Develop pupils' historical vocabulary and communication skills.
- Foster respect for different viewpoints and interpretations of history.

Statutory Requirements

This policy has been developed in accordance with:

- The National Curriculum for History (2014).
- The Education Act 2002.
- The Equality Act 2010.
- The Special Educational Needs and Disability Code of Practice.
- Ofsted's Education Inspection Framework.

History is taught as a foundation subject within the National Curriculum and contributes significantly to pupils' cultural capital and understanding of the wider world.

Definition of History

History is the study of people, events and societies across time.

Through history pupils learn about:

- The lives of people in the past.
- Significant events and developments.
- Historical change and continuity.
- Causes and consequences of events.
- Historical evidence and interpretation.
- The development of communities, nations and civilisations.

History helps children understand how the past influences the present and informs the future.

Curriculum Content

History is taught through carefully planned units that build knowledge and skills progressively throughout school.

To ensure coherence across the curriculum, learning is organised through five curriculum pillars:

- Settlement
- Civilisation
- Hierarchy and Power
- Trade
- Technological Advancements

EYFS

Children begin developing historical understanding through:

- Changes over time.
- Events before they were born.
- Family and community experiences.
- Stories from the past.
- Similarities and differences between past and present.

Key Stage 1

Children learn about:

- Significant individuals.
- Important national events.
- Changes within living memory.
- Local and national history.
- The lives of people who have made a difference.

Lower Key Stage 2

Children develop increasing chronological understanding through the study of:

- Stone Age Britain.
- Bronze Age and Iron Age Britain.
- Ancient Egyptians.
- Ancient Greece.
- Roman Britain.
- Wakefield: From Early Settlement to Industrial Town.

Upper Key Stage 2

Children build upon prior learning through the study of:

- The Industrial Revolution.
- Anglo-Saxons.
- Vikings.
- World War II.
- Islamic Civilisations.

Teaching and Learning

At Sandal Magna Community Academy, history is taught through engaging, enquiry-based learning.

Teachers:

- Create supportive environments where pupils feel confident to ask questions.
- Use enquiry questions to guide learning across each unit.
- Make explicit links to curriculum pillars.
- Teach both substantive and disciplinary knowledge.
- Develop historical vocabulary and communication skills.
- Use high-quality resources, artefacts and storytelling approaches.
- Encourage discussion, debate and evidence-based reasoning.
- Provide opportunities to investigate primary and secondary sources.

Regular retrieval practice is used to strengthen long-term memory. Flashback quizzes and review activities help pupils recall prior learning from current units, previous topics and earlier year groups.

Assessment

Assessment is used to support teaching and learning and ensure that pupils make good progress.

Assessment may include:

- Retrieval activities and quizzes.
- Observation and discussion.
- Written work.
- Historical enquiries.
- End-of-unit assessments.
- Pupil voice activities.

Assessment outcomes are used to identify strengths, address misconceptions and inform future planning.

Equality and Inclusion

At Sandal Magna Community Academy, we value every child as an individual.

History teaching will:

- Promote respect for all cultures and communities.
- Represent diverse perspectives where appropriate.

- Challenge stereotypes and misconceptions.
- Be accessible to all learners.
- Meet the requirements of the Equality Act 2010.

Historical learning will provide opportunities for pupils to develop understanding, empathy and respect for others.

Pupils with SEND

Teachers adapt learning to ensure all pupils can access and succeed in history.

Approaches may include:

- Adapted resources.
- Visual supports.
- Structured questioning.
- Additional adult support where appropriate.
- Pre-teaching of vocabulary.
- Scaffolded tasks.
- Opportunities for overlearning and retrieval.

All pupils are entitled to a broad, balanced and ambitious history curriculum.

Local History

We recognise the importance of helping pupils understand the history of their local area.

Our curriculum includes opportunities to study:

- Wakefield's historical development.
- Nellie Spindler and local wartime history.
- The Industrial Revolution in Yorkshire.
- The contribution of local communities to national history.

These studies help pupils develop a strong connection to their community and heritage.

Roles and Responsibilities

Governing Body

The Governing Body will:

- Approve the History Policy.
- Monitor implementation.
- Ensure statutory requirements are met.

Headteacher

The Headteacher will:

- Ensure effective delivery of the curriculum.
- Support professional development.
- Monitor standards across the school.

Subject Leader

The History Lead will:

- Monitor teaching and learning.

- Support curriculum development.
- Provide guidance and resources for staff.
- Monitor assessment and outcomes.
- Promote high-quality history education throughout the school.

Teachers

Teachers will:

- Deliver engaging and effective lessons.
- Maintain high expectations for all pupils.
- Assess progress accurately.
- Adapt learning to meet pupils' needs.

Pupils

Pupils will be expected to:

- Participate actively in lessons.
- Show curiosity about the past.
- Respect different viewpoints.
- Present their learning to the best of their ability.

Monitoring and Review

This policy will be reviewed annually or earlier if there are changes to legislation, National Curriculum requirements or school circumstances.

Monitoring will include:

- Lesson visits.
- Work scrutiny.
- Assessment reviews.
- Pupil voice activities.
- Curriculum monitoring.
- Staff feedback.
- Governor oversight.

Through regular monitoring and evaluation, we aim to ensure that history remains engaging, ambitious and meaningful for all pupils at Sandal Magna Community Academy.