



BADSWORTH  
C of E School

CARE – Prepare – Believe  
'I can do all things through Him who strengthens me'  
Philippians 4:13

## **Badsworth C of E Junior & Infant School**

### **History Policy**

### **October 2025**

#### **History Vision (Intent)**

At Badsworth C of E Junior and Infant School we value history and want our children to be inspired, enthusiastic and curious about the past. History is delivered through a balanced and ambitious curriculum taught within and outside the classroom. We make links to local history give our children a deeper understanding, knowledge and appreciation of their local area and the impact the past has played on the present in the area they live.

Our teaching encompasses both the EYFS curriculum and the National Curriculum (Key Stage 1 & 2). Pupils leave Badsworth C of E Junior and Infant School with a sense of chronology and know about significant events in British history and that of the wider world. More details about our vision for History can be found by reading the History Curriculum Statement on the school website.

#### **Teaching and Learning (Implementation)**

History is a foundation subject in the National Curriculum.

The National Curriculum document sets out the legal requirements for the teaching of History at Key Stage 1 and Key Stage 2. The requirements for children in Foundation Stage are detailed in the Curriculum guidance for the EYFS Early Learning Goals which outlines the requirements that the children are expected to have, know or be able to do by the end of Foundation Stage.

Through the teaching of history children will:

- Develop a sense of chronology as children to learn about significant events in British history and that of the wider world.
- Make links and connections across time periods.
- Work as historians to find out and question about life in the past exploring and interpreting a variety of artefact
- Access a balanced and ambitious curriculum taught within and outside the classroom.
- Identify and explain core concepts, linking these to taught units of work.
- Have first-hand experiences of handling artefacts, seeing and using a range of sources and visits/experiences with an expert' on the time of history they are studying to immerse them in the past.
- Be given opportunities to think critically about the past as they look at the impact of the time period, make connections between and within time periods and link events in the past to their local history.
- Use subject specific vocabulary which will be taught progressively to enable them to talk about the past using the correct historical terms.
- Make links to local history to give a deeper understanding, knowledge and appreciation of their local area and the impact the past has played on the present in the area they live.

## **Foundation Stage**

History is planned as part of the 'Understanding the World' element in the Early Years curriculum in Foundation Stage and is taught through child-initiated and adult led activities. The children are given the opportunity to find out about past and present events in their own lives and those of their families and other people they know. In Foundation Stage history makes a significant contribution to developing a child's understanding of the world.

## **The National Curriculum**

The History curriculum sets out that children should develop their:

- Chronological understanding
- Knowledge and understanding of events, people and changes in the past
- Historical enquiry
- Organisation and communication

History is an effective tool to engage children and as a subject easily lends itself to enabling the children to make links across the curriculum. It provides us with the opportunity to promote children's learning across the curriculum in a number of areas particularly within English, Maths, Computing and PSHE.

## **Key vocabulary**

Key history vocabulary progression is identified through year group vocabulary grids. These are used across the school to ensure the relevant introduction, revisiting and deepening understanding of historical terminology. Key vocabulary and historical terms are reinforced throughout lessons and on displays. There are opportunities for pupils to use and apply key vocabulary through discussions.

## **Artefacts**

There are a selection of historical objects and artefacts for the different history topics available in school. These are used for the children to explore and investigate. By handling real artefacts it enhances the children's historical knowledge, understanding and skill.

## **Visits**

To enhance cultural capital in this curriculum area children are given the opportunity to visit places of historical significance to enhance their learning and give hands on activity. These visits are planned to support classroom activities and learning. Visitors with an interest, or expertise, in a particular topic or area of history are encouraged to come into school and talk about their experiences of events in the past.

## **Assessment and Reporting**

Teachers are continually assessing children's History knowledge, understanding and skills against the school's knowledge and skills grids based on the National Curriculum. Assessment opportunities are identified within the teacher's medium-term plan. Staff use these to complete the History Assessment Grids, which are updated and maintained through the school year.

The work the children complete serves as a record for each unit. This can be seen in their curriculum books, classroom displays and photo evidence. Children leave Badsworth C of E Junior and Infant School having a sense of chronology and knowing about significant events in British history and that of the wider world. On-going short-term assessments are made against the lesson objectives drawn from medium term plans.

History in EYFS is encompassed within the 'Understanding the World' element in the Early Years curriculum.

Parents meetings are held twice a year and parents are given the opportunity to discuss their child's progress with the teachers. In addition to this, all children receive an annual written report in which progress in foundation subjects such as History is formally reported to parents.

### **Inclusion**

History forms part of our school curriculum policy to provide a broad and balanced education for all children. At Badsworth C of E Junior and Infant School, we teach history to all children, whatever their ability, age, gender, race, religion or belief. We believe all children should have the opportunity to develop their understanding of the past. We provide learning opportunities that are matched to the specific needs of the child.

When planning work in history, we consider any targets on SEND children's SMTLP, MSP or EHCP to facilitate learning at all levels. Resources and materials are adapted to meet the needs of the child/children as appropriate. Modifications can also be made to resources and equipment following consultation with outside agencies.

We aim to respond to the children's needs and overcome potential barriers to learning for individuals and groups by:

- Ensuring that all children have access to the full history curriculum.
- Providing curriculum materials and programmes, which are in no way class, gender or racially prejudice or biased.
- Providing suitable challenges for more able children, as well as support for those who have emerging needs.
- Responding to the diversity of children's social, cultural and ethnographical backgrounds.
- Overcoming barriers to learning through the use of assessment and additional support.
- Supporting communication or language difficulties by developing history skills through the use of all their individual senses and strengths.
- Supporting behavioural or emotional difficulties (including stress and trauma) by developing the understanding and management of their own learning behaviours.

### **Planning**

Our teaching of History meets all the Early Learning Goals and the National Curriculum (NC) Programmes of Study (PoS) for Key Stages 1 and 2. These form our whole school long-term plan (LTP) which teachers use to identify key learning objectives and outcomes and create activities which will enable these to be achieved. These are set in in each year groups medium term plans. Where appropriate, history will be linked to half-termly topics to make learning more relevant. The history co-ordinator monitors the coverage of medium-term plans (MTP) to ensure that the required units are taught each year.

## **Management and Organisation**

### **Role of the History Subject Leader:**

The History Subject Leader is responsible for the implementation of this history policy and providing professional leadership and management of history within the school. Their role includes:

- Talking to Children sessions to gain an insight about what the children have done.
- Maintaining resources and advising staff on the use of resources and educational visits.
- Monitoring classroom teaching or planning following the schools monitoring programme.
- Monitoring the children's progression in history, looking at examples of work of different abilities.
- Keeping up-to-date with curriculum and teaching developments and communicate information and developments with colleagues.
- Attend appropriate training and disseminate amongst staff as appropriate.
- Lead staff training on new initiatives.
- Liaising with the history Link Governor.
- Procuring, auditing and arranging purchasing of history resources.
- Offering help and support to all members of staff (including teaching assistants) in their teaching, planning and assessment of history.
- Providing colleagues opportunities to observe good practice in the teaching of history.

### **Role of Governors**

All governors are interested in the development of history to promote high quality teaching and learning in the school. One governor is nominated to be responsible for monitoring and evaluating the impact and value of history on children's learning. They liaise with the subject leader and report back to the governing body as necessary. On occasion, subject leaders are invited to governors meetings to explain changes made within their subject.

**Review Date:** September 2026