History Policy 2026- 2028

Reviewed: November 2026
Next review: November 2028

1. What is the purpose of studying history?

The National Curriculum states that - A high-quality history education will help pupils gain a **coherent knowledge and understanding** of Britain's past and that of the wider world. It should **inspire pupils' curiosity to know more about the past**. Teaching should equip pupils to

- ask perceptive questions,
- think critically,
- weigh evidence,
- sift arguments,
- develop perspective and judgement.

History helps pupils to **understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups**, as well as their **own identity** and the **challenges of their time.**

The national curriculum for history aims to ensure that all pupils:

- **know and understand the history of these islands** as a **coherent, chronological narrative**, from the earliest times to the present day: how **people's lives have shaped this nation** and how **Britain has influenced and been influenced by the wider world**
- **know and understand significant aspects of the history of the wider world**: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a **historically grounded understanding of abstract terms** such as 'empire'
- **understand historical concepts** such as continuity and change, cause and consequence, similarity, difference and significance, and **use them to make connections, draw contrasts, analyse trends**, frame **historically-valid questions** and **create their own structured accounts**, including written narratives and analyses
- **understand the methods of historical enquiry**, including how **evidence is used rigorously** to make historical claims, and discern **how and why contrasting arguments and interpretations** of the past have been constructed
- gain **historical perspective** by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

2.1 What does this look like in the Early Years?

Within the specific area of learning within Development Matters**, Understanding the world** involves guiding children to make sense of their physical world and their community.

The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, **listening to a broad selection of stories, non-fiction, rhymes and poems** will foster their understanding of our culturally, socially, technologically and ecologically diverse world.

As well as **building important knowledge**, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Broken down further, the Early Learning Goal concerned with **Past and Present** sees the children at the expected level of development-

- **Talking about the lives of the people around them** and their **roles in society**;
- Knowing some **similarities and differences** between **things in the past and now**, **drawing on their experiences** and **what has been read in class**,
- Understanding the **past through settings**, **characters and events encountered in books read in class** and **storytelling**

2.2 What does this look like in Key Stage 1?

- Pupils should develop an **awareness of the past**, **using common words and phrases** relating to the **passing of time.**
- They should know where the people and events they **study fit within a chronological framework** and **identify similarities and differences** between **ways of life** in different periods.
- They should **use a wide vocabulary** of **everyday historical terms**.
- They should **ask and answer questions**, **choosing and using parts of stories** and **other sources** to show that they **know and understand key features of events**.
- They should **understand some of the ways** in which we **find out about the past** and **identify different ways in which it is represented.**

2.3 What does this look like in Key Stage 2?

- Pupils should continue to **develop a chronologically secure knowledge and understanding** of British, local and world history, **establishing clear narratives within and across the periods they study**.
- They should **note connections, contrasts and trends** over time and develop the **appropriate use of historical terms.**
- They should regularly **address and sometimes devise historically valid questions** about **change, cause, similarity and difference, and significance.**
- They should **construct informed responses** that involve thoughtful **selection and organisation** of relevant **historical information**.
- They should understand how our **knowledge of the past** is constructed from a **range of sources**.

When identifying our substantive order concepts, we have looked carefully at how knowledge will build upon previously learnt knowledge. We have considered the content that pupils will have already covered in EYFS and what they will go onto cover in Key Stage 3.

See below for our history coverage at Newdale and examples of unit overviews from KS1 and KS2.

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	Listen to stories involving time language eg a long, long time ago	Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.	**George Stephenson** Trains and transport changes within living memory Key concept: Industry	**Gunpowder Plot** Events beyond living memory that are significant nationally or globally. Key concept: Religion Monarch Power	**Changes in Britain** from the Stone Age, Bronze Age and Iron Age. Key concept: Settlement Religion Invasion Monarch Power	**Ancient Egypt** An in-depth study of an early civilisation Key concept: Settlement Monarch Religion Power	**The Vikings** and Anglo-Saxons struggle for the Kingdom of England Key concept: Invasion Settlement Power Religion Monarch Empire	**Battle of Britain** British history beyond 1066 Key concept: Power Invasion Empire
Spring	Listen to family and growing stories, keyworker board baby and family photos. Be able to: to talk about their ages and growing up, how old they were. Know that they used to be a baby. Use time related language	Similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; Understand the past through settings, characters and events encountered in books read in class and storytelling.	**Castles and Medieval England** Significant historical places in their own locality. Invasion Settlement Monarch Power	**Florence Nightingale /Mary Seacole/Edith Cavell** The lives of significant individuals in the past who have contributed to national and international achievements Key concept: Invasion Power	**Changes in Britain** from the Stone Age, Bronze Age and Iron Age. Key concept: Settlement Religion Invasion Monarch Power	**The Industrial Revolution** A significant turning point in British History Key concept: Industry Power	**Ironbridge** Local history study – How important was Ironbridge in the Industrial Revolution? Key concept: Settlement Industry Empire	**Crime and Punishment Through the Ages** British history beyond 1066 Key concept: Power Religion Monarch
Summer	Use mirrors. Parents to share special times at home and compare them eg holidays, festivals, birthdays. Pictures of their favourite toy, photo, siblings, grandparents.	Talk about past and present events (part of transition) in their own lives. Talk about similarities and differences in places and living things, making observations of animals and plants.	**Great Fire of London** events beyond living memory Key concept: Industry Settlement	**Grace O'Malley** A study of the life of a significant individual drawn from the history of Britain and the wider world. Key concept: Invasion Monarch Power	**Roman Britain** The Roman Empire's impact on Britain. Key concept: Invasion Settlement Industry Power Empire Religion	**Anglo-Saxons and Scots** and their settlement in Britain Key concept: Invasion Settlement Religion Empire	**The Maya Civilisation** A non-European society that provides contrasts with British history. Key concept: Settlement Religion	**Ancient Greece** A study of Greek life and achievements and their influence on the western world Key concept: Religion Empire Settlement

enerative knowledge overview							
	Substantive order concepts						
	Invasion	Settlement	Monarch	Power / Rebellion	Religion	Empire	Industry
EYFS N	Land of Make believe	Land of make believe	Land of make believe				What goes up must come down
EYFS R	Once upon a time	Once up a time			Celebrations		
Year 1	Castles	Castles Great Fire of London	Castles	Castles			First Railways Great Fire of London
Year 2	Grace O'Malley Nightingale / Seacole/ Cavell		Grace O'Malley The Gunpowder Plot	Grace O'Malley The Gunpowder Plot Florence / Edith	The Gunpowder Plot		
Year 3	Stone age to Iron age The Romans	Stone age to Iron age The Romans	Stone age to Iron age	Stone age to Iron age The Romans	Stone age to Iron age The Romans	The Romans	The Romans
Year 4	Anglo-Saxons	Anglo-Saxons Earliest civilisations	Earliest civilisations	Industrial Revolution Earliest civilisations	Anglo-Saxons Earliest civilisations	Anglo-Saxons	Industrial Revolution
Year 5	The Vikings	The Vikings The Maya Ironbridge	The Vikings The Maya	The Maya The Vikings	The Vikings The Maya	Viking Ironbridge (Industrial Revolution)	Ironbridge (Industrial Revolution)
Year 6	Battle of Britain	The Ancient Greeks	Crime and Punishment	Crime and Punishment Battle of Britain	Crime and Punishment The Ancient Greeks	The Ancient Greeks Battle of Britain	

Disciplinary knowledge overview							
Second order concepts	Classifying types of historical arguments					Processes by which evidence is established and agreements constructed	
	Cause	Consequence	Change and continuity	Similarity and difference	Historical significance	Sources and evidence	Historical interpretation
	This starts formally in Key Stage 2. We give the pupils the opportunities to experience this informally across key stage 1.						
Year 1	Great Fire	Great fire	Great fire		Castles	Castles Great fire First Railways	Castles First Railways
Year 2	Florence / Cavell / Seacole	The Gunpowder Plot Florence / Cavell/Seacole	Florence/ Cavell/Seacole	Florence / Cavell/ Seacole Pirates	Pirates The Gunpowder Plot	Florence / Cavell/Seacole Pirates The Gunpowder Plot	Pirates The Gunpowder Plot
Year 3	The Romans		The Romans Stone age – Iron age	The Romans		The Romans Stone age – Iron age	Stone age – Iron age
Year 4	Anglo – Saxons		Anglo – Saxons Industrial Revolution	Anglo – Saxons Earliest civilisations Egypt	Earliest civilisations Egypt	Industrial Revolution	
Year 5	Vikings		Ironbridge	Vikings	Maya Ironbridge	Maya Ironbridge	Vikings
Year 6	Crime and Punishment	Battle of Britain			Crime and Punishment Ancient Greeks	Crime and Punishment Ancient Greeks Battle of Britain	Battle of Britain

		Year 1	Year 2
	Main enquiry Question	What is significant about the achievements of George Louis Stephenson?	Why is the rhyme 'Remember, Remember the 5th November' significant?
Generative knowledge	Substantive concepts	Industry	Monarch, Religion, Power
Disciplinary knowledge	Second order concepts	Historical interpretation Sources and evidence Historical significance	Historical interpretation Sources and evidence Historical significance Consequence
	Main enquiry Question	What changed as a result of the Great Fire of London?	How did Florence Nightingale, Mary Seacole and Edith Cavell change how people are looked after by nurses?
Generative knowledge	Substantive concepts	Industry, Settlement	Invasion, Power
Disciplinary knowledge	Second order concepts	Sources and evidence Change and continuity Similarity and difference Cause	Sources and evidence Historical significance Change and continuity Consequence
	Main enquiry Question	How good were castles at stopping invaders and protecting the people who lived inside?	Should we call Grace O'Malley a pirate?
Generative knowledge	Substantive concepts	Invasion, settlement, monarchy, power	Power/ Rebellion, Monarch, Invasion
Disciplinary knowledge	Second order concepts	Historical significance Historical interpretation Sources and evidence	Similarity and difference Sources and evidence Historical interpretation Historical significance

		Year 3	Year 4	Year 5	Year 6
	Main enquiry Question	What was prehistory and why is it difficult for historians to build a picture of it? *Long unit*	How far did the Anglo-Saxon invasion change Britain?	Is the reputation of the Vikings as violent warriors deserved?	How have the attitudes and ways of dealing with crime and punishment changed since 1066?
Generative knowledge	Substantive concepts	Invasion, settlement, monarch, power, religion	Invasion, settlement, religion	Invasion, settlement, power, monarch.	Religion, power, monarch
Disciplinary knowledge	Second order concepts	Sources and evidence Change and continuity Historical interpretation	Change and continuity Cause Similarity and difference	Cause Historical interpretation Similarity and difference	Cause Sources and evidence Historical significance
	Main enquiry Question	In which ways did the Romans change the lives of the Britons during the time they settled here?	How do historians know what it was like to be a child during the Industrial Revolution?	Why should we remember the Maya?	How did the British public contribute to the war effort?
Generative knowledge	Substantive concepts	Empire, Invasion, settlement, rebellion, power	Power, industry	Settlement, religion, power, empire	Invasion, power, empire
Disciplinary knowledge	Second order concepts	Cause Change and continuity Sources and evidence Similarity and difference	Sources and evidence Change and continuity	Sources and evidence Historical significance	Consequence* Historical interpretation Sources and evidence
	Main enquiry Question		What did the earliest civilisations have in common and what were their achievements?	Why is Ironbridge called the birthplace of modern industry?	What is the most important legacy of the Ancient Greeks?
Generative knowledge	Substantive concepts		Settlement, religion, monarchy, power	Industry, settlement, empire	Empire, religion, settlement
Disciplinary knowledge	Second order concepts		Similarity and difference Historical significance	Change and continuity Sources and evidence	Historical significance Sources and evidence

Year 2 **Florence Nightingale / Edith Cavell / Mary Seacole**	**Linked content covered previously:** Castles (concept of invasion), Government (Great Fire) Treason (Great Fire of London), **Linked content to be covered:** Industrial Revolution (Significant people), Battle of Britain (significant individuals)	
National Curriculum Objective	The lives of significant individuals in the past who have contributed to national and international achievements	
Enquiry question	How did Florence Nightingale, Mary Seacole and Edith Cavell change how people are looked after by nurses?	
Golden Thread Concepts	Invasion, Power	
Substantive knowledge (Learning about/ learning from)	Core content to be delivered: what the children will know and understand by the end of this topic	
	• I know Florence Nightingale was a British nurse born in Florence, Italy. • I understand she wanted to become a nurse but her father wouldn't let her as it wasn't a job for a lady. • I know Florence Nightingale became a nurse in 1853. • I know she treated soldiers during the Crimean War and became known as 'The Lady with the Lamp'. • I know Florence is remembered for changing the way hospitals were run. • I know Florence ran a field hospital in Scutari. • I understand she realised that dirt caused illness, and saved lives by insisting on cleanliness. • I know Mary Seacole learned herbal medicine from her mother, but never trained as a nurse. • I know she was known as 'Mother Seacole'. • I understand she travelled to the Crimea paid for by herself and set up "The British Hotel" as a safe place for injured soldiers • I understand after being told she could not join the team of nurses who went out with Florence Mary often rode on horseback across the battlefields to rescue wounded soldiers • I understand Mary was left with no money after the war, but the soldiers raised funds to help support her. • I know Edith Cavell trained as a nurse in 1896. • I know, in 1907, she was asked to be in charge of a nursing training school in Brussels, Belgium. • I understand during WW1 Edith nursed and saved soldiers from both sides of the war – this is why she is significant. • I understand The First World War was very different from the Crimean war, with clean, well-equipped hospitals, fighting in trenches, and new technology. • I understand she also hid over 200 allied soldiers from the Germans. • I know she was arrested for treason and sentenced to death.	
Key Vocabulary	Key Dates	Key individuals / locations
Nurse Allies / allied Crimea Crimean War Nursing Treason Soldier First World War	• 1805 – Mary Seacole was born. • 12th May 1820 - Florence Nightingale was born. • 1853 – Florence qualified as a nurse. • 1853 – Crimean War started. • 1854 – Florence asked to nurse soldiers during the Crimean War. • 1854 – Mary Seacole pays for herself to travel to the Crimean War to treat soldiers. • 1856 – End of the Crimean war and Mary returns to England. • 1860 – Florence sets up her own nursing school. • 4th December 1865 – Edith Cavell born in Norfolk, England. • 1914 – World War One breaks out. • 12th October 1915 – Edith was convicted of treason and killed.	Florence Nightingale Mary Seacole Edith Cavell Belgium Crimea
Disciplinary knowledge (Ways of knowing)	I can name significant nurses in History. I can ask questions about Florence Nightingale, Mary Seacole Edith Cavell. I can compare the lives of Florence Nightingale, Mary Seacole and Edith Cavell. I can compare nursing now and then. I can explain Edith was arrested for treason.	

<table>
<tr><td>Year 5
The Vikings</td><td colspan="3">Linked content covered previously: The location of Norway, Sweden and Denmark (Geography), recognise that Scotland has many Islands which also make up the country (Year 2 Geography) Know the conditions that plants need to grow and how different soils affect plant growth (Years 2 and 3 Science),

Linked History Knowledge covered previously:
Britain was an island which had been previously invaded by the Romans, who left the country very different to how it had been before. The Anglo-Saxons were not one united nation, but were made up of different tribes. They often fought against each other and they divided England into several kingdoms – Northumbria, Mercia, East Anglia, Essex, Wessex, Sussex, Kent. Understand the importance of the water when trading / settling (Year 4 Egyptians), know what a pirate is and why they would travel to other locations (Year 2)</td></tr>
<tr><td>National Curriculum Objective</td><td colspan="3">The Viking and Anglo Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</td></tr>
<tr><td>Enquiry question</td><td colspan="3">Is the reputation of the Vikings as violent warriors deserved?</td></tr>
<tr><td>Golden Thread Concepts</td><td colspan="3">Monarchy, Invasion, Settlement, Power, Religion, Empire</td></tr>
<tr><td>Substantive knowledge
(Learning about/
learning from)</td><td colspan="3">Core content to be delivered: what the children will know and understand by the end of this topic
• I know what the term invaders means.
• I know what the term settlers means.
• I understand the difference between invaders and settlers.
• I know the definition of AD and era.
• I understand that the Anglo-Saxon kingdoms pre-existed the Viking invasion.
• I know the Vikings invaded Britain, known as the Kingdom of England between AD790 to 1100.
• I know Viking homelands were in Norway, Sweden and Denmark.
• I know the Vikings settled in East Scotland, South West Wales, South East Ireland and the North / East of England.
• I understand why the Vikings came to Britain (push and pull factors)
• I understand were many reasons for invasion including to loot riches and for fertile land to farm due to poor quality soil in their homelands, or not being given land to farm.
• I know Vikings travelled in longboats and understand how Viking contributed to their success.
• I know Viking trade was important and they used costal locations to trade from.
• I know that historians propose different reasons for the Viking attacks on monasteries.
• I know Monks lived in isolated communities in buildings called Monasteries and the Vikings identified that they were wealthy.
• I understand Vikings were not Christians and did not see the harm in attacking religious buildings.</td></tr>
<tr><td colspan="2">Key Vocabulary</td><td>Key Dates</td><td>Key individuals / locations</td></tr>
<tr><td>Era
Native
Viking
Settle /
Settlement
Homelands
Scandinavia
Invade / Invasion
Loot
Raid Craftsmen</td><td>Fertile
Saga
Warrior
Archaeologists
Wealth
Isolated
Monk
Monastery/
Monasteries</td><td>• Viking invasion began in AD790.
• The raid on Lindisfarne Monastery in 793 was the first recorded and one of the most brutal.
• AD884, a treaty was signed which saw the Vikings ruling over ‘Danelaw’ in the North/ East of England and the Anglo-Saxon Kingdom was ‘Wessex’ in the South.
• King Alfred the Great was the ‘King of England’ between AD886 to 889.
• Last invasion was in 1066, when William the Conqueror was King of England.</td><td>Gairsay
Isle of Orkney
Svein Asleifarson
Anglo Saxon
chronical
Lindisfarne
monastery on Holy Island
King Alfred the Great</td></tr>
<tr><td>Disciplinary knowledge
(Ways of knowing)</td><td colspan="3">I can place the Vikings era on a timeline of British History. (lesson 1)
I can interpret push and pull factors to explain the Vikings coming to Britain. (lesson 2)
I can use evidence of Viking longboats to explain the effectiveness. (lesson 3)
I can understand historical interpretations of why the Vikings attacked monasteries. (lesson 4)
I can explain how the Anglo-Saxons felt about Viking invasion using Historical sources as evidence. (lesson 5)
I can explain how the Viking territory (Danelaw) changed over time using maps. (lesson 6)</td></tr>
</table>

3. Cross Curricular Opportunity

3.1 English

History contributes to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. We ensure that some of the stories read to the children in both Key Stages are historically based. In Key Stage 2 this will include full length novels and in Key Stage 1, shorter stories. Some of the texts that we use in our English sessions are also historical in nature and we take the opportunity of combining history and literacy when appropriate.

3.2 Mathematics

The teaching of history in our school contributes to children's mathematical understanding in a variety of ways. Children learn to use numbers when developing a sense of chronology through activities such as creating time –lines and through sequencing events in their own lives. They also study different number systems from past cultures e.g Roman numerals and Maya hieroglyphics.

3.3 Citizenship

History contributes to the teaching of Citizenship. Debate and discussion are a valued means of teaching and learning. We help children to develop their knowledge and understanding of different cultures, so that they learn to avoid stereotyping other people, and acquire a positive attitude towards others.

3.4 SMSC development

In our teaching of history at Newdale Primary School and Nursery, we contribute, where possible, to the children's spiritual development. History contributes to the children's appreciation of what is right and wrong by raising many moral questions (e.g. the treatment of poor young children in Victorian times). See **Appendix**

3.4 Computing

Information and communication technology enhances our teaching of history wherever appropriate. This meets the statutory requirement for children to use ICT as part of their history work in Key Stage 2. Children use ICT to enhance their skills at presenting information through PowerPoint and in presenting written work with illustrations. They research information through the Internet and libraries of digital images.

4. History and Inclusion

4.1 At Newdale Primary School and Nursery, we teach history to all children, whatever their ability and individual needs. History implements the school curriculum policy of providing a broad and balanced education to all children. Through our history teaching, we provide learning opportunities that match the needs of children with learning difficulties, and we take into account the targets set for individual children in their Individual Education Plans. We endeavour to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this. For further details see separate policies: Special Educational Needs; Disability Non-Discrimination and Access; Gifted and Talented; English as an Additional Language (EAL).

4.2 We enable all pupils to have access to the full range of activities involved in learning history. Where children are to participate in activities outside the classroom, such as a visit to a museum or historical site, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

5. Assessment for learning

5.1 Children demonstrate their ability in history in a variety of different ways. Younger children might, for example, dress up in costumes from different historical periods or act out a famous historical event, whilst older pupils might produce a PowerPoint presentation based on their year group enquiry questions. Teachers will assess children's work by making informal judgements during lessons and using retrieval practise throughout a unit. On completion of a piece of work, the teacher assesses the work and uses this information to plan future learning. Written or verbal feedback is given to the child to help guide his or her progress. Older children are encouraged to make judgements about how they can improve their own work.

5.2 We assess work in history by making informal judgements as we observe the children during lessons. We use retrieval practise and low-stakes assessment opportunities to inform future planning and identify misconceptions and gaps in knowledge. Once the children complete a whole unit of work, we make a summary judgement of the work of each pupil in relation to the National Curriculum and Newdale's history curriculum. This is passed to the Curriculum Lead who will produce a SAD report and report back to Subject Leaders. Class teachers decide whether pupils have met ARE +/-. We use these to plan future work with pupils, to provide the basis for assessing the progress of the child, and to pass information on to the next teacher at the end of the year.

5.3 The subject leader keeps samples of the children's work in a portfolio, which shows the expected level of achievement in history in each year of the school.

6 Resources

The use of evidence is vital to enable us to know what really happened in the past, from books, documents, buildings, landscapes, archaeological remains, reminiscence of older people, internet, pictures, photos and sources.

7 Monitoring and review

The history coordinator, alongside the head teacher, are responsible for monitoring the standard of the children's work and the quality of teaching in history. The nominated teacher is also responsible for supporting colleagues in their teaching, for being informed about current developments in the subject, and for providing a lead and direction for history in the school.