



POLICY FOR HISTORY

Pickhurst Academy

Date: 27th April 2026

Reviewed:

HISTORY Subject Lead: Vera Stevens



Document Purpose

This policy document sets out the school's aims, principles and strategies for the delivery of the History curriculum. It will form the basis for the development of History in the school over the next year. It gives guidance on planning, teaching and assessment. This policy is intended to be used in conjunction with the National Curriculum 2014, which gives details of what pupils in each age group will cover. This policy was updated in the Spring Term 2026 by the History Subject Lead.

Audience

This policy document, having been presented to and agreed upon by the whole staff, is distributed to all members of the teaching and non-teaching staff and the curriculum committee of the Governing Body. It will also be available on the school's shared drive system.

Purpose of History

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, and 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.



Aims

- Explore how the British people shaped this nation and how Britain influenced the world
- Understand British history as a coherent, chronological narrative, from the story of the first settlers in these islands to the development of the institutions which govern our lives today
- Understand the broad outlines of European and world history: the growth and decline of ancient civilisations; the expansion and dissolution of empires; the achievements and follies of mankind
- Gain and deploy a historically-grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- 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
- Explore 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 our 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.



Delivery

All pupils have an opportunity to learn History. A weekly lesson of 1 hour and 45 minutes for Years 3, 4, 5 and 6 is timetabled. Lessons are delivered by the Class Teacher.

Scheme of Work

We have adapted The Rising Stars History scheme of work. Rising Stars History is a complete curriculum programme for primary history which provides 18 half termly units of work to ensure pupils gain a coherent knowledge and understanding of Britain's history, their locality and the history of the wider world. It offers complete coverage of the National Curriculum Programme of Study for History (2014). From starting points suitable for all, the units develop to provide appropriate challenges for pupils of varying abilities. The units have key questions to develop the use of historical enquiry, as well as a focus on the acquisition and application of key subject knowledge, concepts and vocabulary throughout. Skills, knowledge and understanding in history progress through Year 3 to Year 6, being taught, developed and applied throughout the schemes of work. A range of opportunities are provided to enable all pupils to communicate their knowledge and understanding of the subject. Links are made within and across units to support pupils in making connections and in developing a strong overview of chronology, breadth and local to global history.



Approach of the Units

Within each unit there is time for the pupils to think deeply about an area of learning in a topic before they move on to the next one. They will have many opportunities to ask questions, discuss, communicate understanding and revise their ideas. This approach has led to the selection of some areas of knowledge in more depth within an area of study rather than trying to cover everything at a surface level. A key feature is narratives about the people and places in the past and how they are linked with society today.

Chronological understanding

Within each unit there is a strong emphasis on developing pupils' chronological understanding. The introductory lessons include activities using timelines to locate the period, person or event and to consider it in relation to other periods studied and the present day. Pupils will be required to consider other events, people and societies occurring at the same time locally, nationally and globally. Timelines are provided within the teaching slides and these are supplemented with others on view within the classroom.

The Big Finish

Each unit ends with 'The Big Finish' which is designed to consolidate, share and celebrate the learning that has taken place. Many have a strong cross-curricular link and provide opportunities for creative learning. Where possible, there is an element of choice and flexibility so pupil and teacher interests can be pursued. Many provide opportunities for pupils to engage with other classes in school, parents and the wider community.

All pupils have their own exercise book and marking follows the school's marking policy.



Intent, Implementation and Impact

Intent

Rising Stars History provides a history curriculum that is ambitious and designed for all pupils. It is coherently planned and sequenced towards cumulatively providing the necessary knowledge and skills for the pupils' future to empower them to take their role as informed and active citizens in the 21st century. Its emphasis is not just on historical knowledge but also skills and concepts. It has the same challenging academic ambitions for all pupils. They all work from a shared starting point to answer the same key questions. The content provides pupils with a clear understanding of how people lived in the past and what they believed to be important. Within the units there are recurring themes such as settlement, migration and religion which builds a stronger web of knowledge to ensure it sticks. Engaging with challenging themes will enable pupils to connect with what is happening in the world around them. It will enable them to engage in debate about what is happening today and use the past to inform those opinions. Over the course of the scheme, pupils will develop an understanding of how we know about the past through a range of sources of evidence and with increasing confidence will consider their utility and reliability. Following the scheme will ensure pupils benefit from a curriculum that enriches their lives and broadens their cultural experiences. This will lead to a better understanding of culture and heritage and a desire to engage further with these areas.

Implementation

Rising Stars History is designed to be delivered by non-specialists, with core historical knowledge identified and explained throughout. A breadth of teaching approaches, appropriate to the content and desired learning outcomes, are used to engage all pupils and enable them to not just acquire knowledge but to apply it in meaningful contexts. Appropriate discussion is recommended as a means of



checking pupils' learning systematically, identifying misconceptions and providing immediate feedback.

Questions and tasks to stretch and challenge the most able pupils are incorporated where appropriate. Revisiting ideas and concepts in different, more challenging, contexts in later units, using varied assessments and the inclusion of quizzes are all designed to help pupils remember content and integrate new knowledge into their evolving conceptual framework. Quality resources and materials are provided online to support the history curriculum and are sequenced towards the accumulation of skills, knowledge and understanding, working towards the next key stage.

Impact

The impact of Rising Stars History is evidenced through the pupils' use and understanding of the knowledge, skills, concepts and specialist vocabulary. It is evidenced by the use and outcomes of the varied activities, assessments and quizzes provided. The broad range of approaches for pupils to communicate their knowledge ensures that everyone can demonstrate progression and impact. In particular, it is evidenced by the pupils' ability, willingness and confidence in addressing and discussing each unit's key question, giving a response focusing on historical vocabulary, skills and concepts. Pupils understand and can clarify to others what history is and the importance and value of studying the subject. They can explain to others how they are progressing and what they can do to get better in the subject.

Progression

All pupils work on the same core tasks with accompanying materials. Those that grasp content and concepts quickly can go on to work on the 'stretch and challenge' extensions within a task. This will require them to go into greater depth, for example by making connections to other societies or time periods studied. They will be



guided to look at concepts in greater depth, for example they will begin to categorise the causes of an event and to compare their importance. Those that are not sufficiently confident may be targeted for extra support. This enables progression to be identified, planned for, developed and monitored. Progress in developing skills and understanding concepts is achieved through meaningful connections with areas of historical knowledge.

Differentiation

Rising Stars History is designed so that all pupils can and should receive their entitlement to history within a broad and balanced curriculum. Those working towards expectations will work on the same tasks but may need greater support and may not complete all levels of an activity. They may choose to demonstrate their knowledge and understanding orally or visually, to avoid limited literacy skills hindering their achievements within the subject. Where possible, pupils will be supported through paired and group work. Questions posed within sessions provide opportunities for all pupils to be able to contribute. Pupils working above expectations are expected to undertake activities with greater independence and to be provided with some opportunities to make choices on how they learn and can communicate their knowledge.

Assessment

Each unit has a key assessment opportunity which links with the Rising Stars History progression framework that is cross-referenced to the National Curriculum. It also links to the information contained in the Curriculum Coverage and Progression Charts. These assessment opportunities will enable the teacher to monitor progress made by individual pupils and review areas where the class or groups excels, or where areas of learning need to be revisited, developed and consolidated in a different context.



Health and Safety

Health and safety arrangements are in line with the school policy.

**“Study the past if
you would define
the future.”**

Confucius