



# History Guidance

## Homerswood Primary and Nursery School

Written: June 2025

## **History Guidance**

### **Aims of the guidance**

- To establish an agreed approach to what constitutes quality teaching and learning in History.
- To enable staff to identify key features of effective teaching and learning and help ensure they match the abilities, attainments, interests and experiences of pupils.
- To provide an agreed focus for the monitoring and evaluation of teaching and learning in History.
- To instil a love of learning and the ability to make connections.
- To incorporate other aspects of the curriculum as outlined in the school's curriculum overview document.

### **Underlying Principles**

The following principles form the basis of this document:

- The needs and progress of the learner are central to planning, delivery and assessment of the curriculum.
- Learning promotes sustained progress and achievement for all pupils, including those with SEND, disadvantaged and most able pupils.

### **Intent**

Our ambitious History curriculum is designed to ignite curiosity and creativity in pupils, helping them develop a deep understanding of local, national, and global history. Enabling pupils to build the confidence to think critically, ask thoughtful questions, and effectively explain and analyse historical evidence. At Homerswood School, we use Kapow History to help pupils explore significant events and influential individuals in global, British, and local history, while developing an understanding of how the world has changed over time. Through history, children gain insight into the complexity of people's lives, the richness of different societies, and the interactions between various groups. History helps pupils understand the various reasons behind people's actions, encouraging empathy and offering valuable lessons from the mistakes of the past. Kapow's History scheme helps pupils develop a secure understanding of chronology and make connections across different historical periods.

The Homerswood tracks are embedded within our History Curriculum supporting pupils to develop the understanding that everyone has the right to a voice, reflecting the British Value of individual liberty. It also promotes mutual respect and tolerance and deepens understanding of the importance of democracy.

### **Implementation**

In Nursery and Reception, History is explored through a variety of activities linked to the areas of learning and development set out in the DfE's Statutory Framework for the Early Years Foundation Stage. These activities support children in developing their understanding of 'Past and Present'. Ongoing assessment takes place through observations, conversations, and photographic evidence.

In Years 1 to 6, History is delivered as a discrete subject for one hour each week. Each class studies three carefully sequenced units per year, taught during the second half of each term. The curriculum is designed to make meaningful links within and across units, enabling pupils to build secure historical knowledge,

deepen understanding, and make connections over time. Each six-lesson unit includes a focus on chronology to help pupils understand when events happened and how they fit into the wider timeline. This also supports them in comparing what was happening in different parts of the world at the same time. Each unit is structured around an enquiry-based question, guiding pupils through the enquiry cycle: Question, Investigate, Interpret, Evaluate and Conclude, and Communicate. This approach encourages them to think critically and develop well-reasoned responses to historical questions.

Lessons are varied, engaging and hands-on, allowing pupils to experience the different aspects of a historical enquiry. In each lesson, participate in activities involving disciplinary and substantive concepts, developing their knowledge and understanding of Britain's role in the past and that of the wider world. Pupils are encouraged to communicate their knowledge and understanding using a variety of approaches, e.g. writing, drama, debate, modelling and using ICT.

Each lesson includes guidance on how to adapt teaching to ensure all pupils, including those with SEND can access the content, while also providing opportunities to extend learning where appropriate. Knowledge organisers support pupils in developing a strong foundation of factual knowledge by reinforcing the recall of key facts, concepts, and vocabulary.

Pupils' learning in History is enriched through class visits, guest speakers, local history walks, and interactive workshops.

At Homerswood, we believe it is important for the whole school community to engage in national events that celebrate the rich and diverse histories of Britain and the wider world. These include activities around Black History Month, Remembrance Day, and Holocaust Memorial Day, helping pupils to connect with significant historical themes and contributions.

Through our Votes for Schools assemblies, we also respond to current events and national anniversaries—such as the 80th Anniversary of VE Day, the passing of Queen Elizabeth II, and the King's Coronation—while engaging pupils in discussions around important issues, including topics like 'What's the link between Black History Month and the NHS?'

### **Impact**

Pupils develop their historical knowledge and skills through a carefully planned sequence of activities, aligned with the National Curriculum, which build on prior learning and personal experiences. Each lesson includes guidance to support teachers in assessing pupils against the learning objectives. In addition, every unit features a skill catcher and a knowledge assessment quiz, which can be used at the end of the unit to support summative assessment.

Progression documents are reviewed regularly and passed on with each cohort to help identify what pupils have understood. This ensures that the next teacher can build on prior knowledge and continue the spiral progression of the curriculum. The subject leader will regularly gather assessment information to identify strengths and areas for development, ensuring a consistent and secure learning journey for all pupils across the school. The subject leader will carry out pupil interviews to provide opportunities for children to demonstrate their historical knowledge, use key vocabulary, respond to questions, and reflect on the aspects of their learning they have enjoyed most.

From this, the pupils should leave Homerswood equipped with a range of skills to enable them to succeed in their secondary education.

### **Safeguarding Links**

Our History curriculum offers pupils the opportunity to explore the diversity of human experience, gaining knowledge, understanding, and skills that contribute meaningfully to their personal development, behaviour, and well-being. Through studying both British and global history, pupils learn about different cultures, safe practices, and how society has evolved over time. The curriculum equips them to ask perceptive questions, think critically, weigh evidence, and form considered perspectives and judgements about how people have lived and the decisions they made. By understanding the complexity of people's lives in the past, pupils are encouraged to reflect on their own lives and draw meaningful connections with others' experiences.

### **Consultation**

This guidance was written in conjunction with the National Curriculum, Kapow History Scheme and in line with the values of Homerswood Primary School.

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