



FAIRLANDS PRIMARY SCHOOL

Pound Avenue
Stevenage
Hertfordshire
SG1 3JA

Headteacher: Mr Robert Staples BA (Hons)
Tel: (01438) 351053 E-mail: admin@fairlands.herts.sch.uk www.fairlands.herts.sch.uk

POLICY STATEMENT

HISTORY

APPROVED BY GOVERNORS	September 2026
TO BE REVIEWED BY	September 2029

FAIRLANDS PRIMARY SCHOOL

HISTORY POLICY

AIMS

At Fairlands, we believe that history is essential for helping children understand the complexity of the world and their place within it. Our curriculum, delivered through the **Kapow Primary History scheme**, is designed to foster curiosity, critical thinking, and a deep appreciation of the past.

We aim to provide a **high-quality history education** that builds:

- **Substantive knowledge** – key facts, concepts, and narratives across different periods and civilisations.
- **Disciplinary knowledge** – understanding how historians investigate the past, interpret evidence, and construct accounts.
- **Chronological understanding** – helping pupils place events, people, and developments in time and see connections across eras.

Pupils explore a diverse range of topics, from ancient civilisations to modern British history, learning how past events have shaped the present. They are taught to:

- Ask thoughtful questions and conduct historical enquiries.
- Analyse sources and consider different interpretations of the past.
- Reflect on continuity and change, cause and consequence, and historical significance.

Our curriculum is carefully sequenced to support progression and retrieval, ensuring pupils build secure and connected knowledge over time. We also emphasise **explicit vocabulary instruction**, helping children articulate their understanding with clarity and precision.

History at Fairlands encourages pupils to value their own and others' heritage, fostering respect and cultural awareness in today's diverse society. Through engaging lessons and meaningful enquiry, we help children become **informed, reflective citizens** with a strong sense of identity and historical perspective.

LEARNING & TEACHING

History teaching focuses on enabling children to think as historians. We place an emphasis on examining historical artefacts and primary sources. In each key stage we give children the opportunity to visit sites of historical significance. We encourage visitors to come into the school and talk about their experiences of events in the past. We recognise and value the importance of stories in history teaching and we regard this as an important way of stimulating interest in the past. We focus on helping children understand that historical events can be interpreted in different ways and that they should always ask searching questions, such as 'how do we know?', about information they are given. We encourage children to challenge the knowledge that they gain through strong enquiry and investigative skills.

We recognise the fact that in all classes there are children of widely different abilities in history and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:

- setting common tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty. Not all children complete all tasks;
- grouping children by ability in the room and setting different tasks for each ability group;
- providing resources of different complexity depending on the ability of the child;
- using classroom assistants to support children individually or in groups.

ORACY

Fairlands Primary School is committed to developing pupils' confidence and competence in spoken language by providing rich opportunities for purposeful talk across the curriculum. We teach children to speak clearly, listen actively, express ideas thoughtfully, and engage respectfully with others, recognising oracy as a vital foundation for learning, wellbeing, and future success. Through a language-rich environment, consistent modelling by staff, inclusive support for all learners, and structured opportunities for discussion, debate, and presentation, we ensure every child becomes an articulate communicator who can use talk to think, learn, and participate fully in school life.

HISTORY IN THE FOUNDATION STAGE

We teach history in nursery and reception classes as an integral part of the topic work covered during the year. We refer to objectives set out in the EYFS which underpin the curriculum planning for children aged three to five. History makes a significant contribution to 'Understanding the World' in the EYFS, and children can reach these objectives through activities such as dressing up in historical costumes, looking at pictures of famous people in history or discovering the meaning of new and old in relation to their own lives.

ASSESSMENT AND RECORDING

We assess children's work in history by making formative assessments based on teacher's professional judgement of progress against planned curricular objectives.

The progression of skills is an aid to summative assessment, indicating the type and range of performance which pupils working at a particular age should demonstrate.

Throughout the school, opportunities for recording are identified when planning and children will receive ongoing teacher assessment. On completion of a piece of work, the teacher marks the work and comments as necessary. Marking will follow the school policy.

The subject leader keeps samples of children's work in a portfolio. These demonstrate what the expected level of achievement is in history for each age group in the school.

RESOURCES

Individual classes keep items which are relevant to the topics they are delivering.

Termly, an audit will be made of resources and each year group will be asked to make requests for resources at this time.

The subject leader will review the school's needs throughout the school year.

HEALTH AND SAFETY

The general teaching requirement for health and safety applies in history.

MONITORING

The monitoring of the standards of children's work and of the quality of teaching in this subject is the responsibility of the subject leader.

The work of the subject leader also involves supporting colleagues, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.

The subject leader gives the headteacher an annual report in which s/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement.

The subject leader has specially allocated, regular management time in order to review evidence of the children's work and undertake lesson observations of teaching across the school.

REVIEW

The governing body will review this policy in line with its annual cycle of review.