



**West Park
Church of England
Primary School**

Curriculum Policy for History

‘Let your light shine’ Matthew 5

Date of approval	Autumn Term 2025
Date of next review	Autumn term 2026
Approved by	Full Governing Body

West Park CE Primary School – Subject Policy 2025/26

The Team – 2025-26

Subject leader(s) Hadleigh Bayley (KS2) Sian Gregory (KS1)

Governor Ketan Mistry

Line Managers of Subject Leaders- Sophie Gumbrill and Caitriona Bull

The Importance of History

West Park CE Primary School provides opportunities to encourage and challenge all pupils to ‘shine’ through our inclusive curriculum, which is inspired by shared Christian beliefs, values and practises in our school family.

Our Aims are:

- ensure our school environment is safe, stimulating and stable;
- provide exciting and inspiring learning experiences that give every child the opportunity to become enthusiastic, resilient, adaptable learners who actively participate in all aspects of school life;
- enable pupils to develop lively and enquiring minds, the ability to question and argue rationally and the skill of becoming independent and creative learners;
- provide a sense of community and citizenship, establishing skills to make and maintain positive relationships with others, working in a team both in and beyond our school;
- assist in the acquisition of knowledge, skills and attitudes that will enable all children irrespective of their ability, to achieve their full potential in subsequent phases of Education and adult life;
- enable everyone to develop a sense of their own identity and have respect and understanding of their own and other cultures, beliefs and religions.

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

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’, ‘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
- 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 History – key stages 1 and 2

- 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.

Intention-What will pupils learn at West Park CE Primary School?

Pupils in EYFS will learn about:

- Know some similarities and differences between things in the past and now, drawing on their own experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

Pupils in KS1 will learn about:

- changes within living memory, including aspects of change in national life – history of toys
- events beyond living memory that are significant nationally or globally – the Great Fire of London
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods Rosa Parks, Emily Davison, Mary Seacole, Florence Nightingale, Edith Cavell
- significant historical events, people and places in our own locality – Arundel Castle and Duke of Norfolk

Pupils in KS2 will learn about:

- changes in Britain from the Stone Age to the Iron Age (with a focus on Skara Brae)
- the Roman Empire and its impact on Britain
- the Viking and Anglo-Saxon struggle for the Kingdom of England, in relation to Romans leaving Britain.
- a local history study – particularly in year 5, looking at the importance of the Suffrage Movement creating equal rights for women, with a particular focus on Ellen Chapman, due to her importance as the first female Mayor of Worthing.
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – with a focus on World War 2 in year 6.
- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt, in year 3
- Ancient Greece – a study of Greek life and achievements and their influence on the western world, in year 5
- a non-European society that provides contrasts with British history – Ancient Maya civilization c. AD 900, in year 6

Implementation- What teaching activities are planned in history at West Park CE Primary?

Most of the historical areas are taught through topics. Topics are carefully chosen to enable the children to engage in challenging, motivating and enriching activities which enable all pupils to achieve success. We encourage a sense of wonder of the world around them as well as understanding chronology in order to identify and make links between periods in the past.

Learning is carefully structured and planned in units of work to enable the children to link their previous and new knowledge and skills and to stick this learning together into rich and robust knowledge so the pupils can apply what they know with increasing fluency and independence. These units of work are evaluated and updated as new texts, resources and inspirational events take place. This ensures our curriculum is relevant and robust as well as inspiring and rich. [Link to our History Curriculum Overview here:](#)

<https://www.westpark.w-sussex.sch.uk/page/?title=Curriculum&pid=19>

Curriculum Outlines are written and shared with parents each half-term. These are used to inform parents about what will be taught, what children will be able to do and remember after the unit of work and share key vocabulary and resources to support with learning at home. **Link to these on school website:**

<https://www.westpark.w-sussex.sch.uk/page/?title=Curriculum&pid=19>

Differentiation and Adaptation –to the curriculum and learning environment

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to all pupils including those pupils who have SEND.

All children, regardless of need, learn alongside their peers wherever possible, apart from short focused interventions to meet their particular SEND need/s.

Adaptation is ‘any adjustment in the environment... or materials for learning’ which enables pupils to access and participate in learning. Darrow (2008)

We make the following adaptations to ensure our curriculum is ambitious and meets the needs of all pupils:

1. Adapting learning approaches to provide suitable learning challenges
2. Differentiating and adapting our curriculum to ensure all pupils are able to access it, for example, by grouping, additional adult support, teaching style, content of the lesson, resources etc.
3. Arranging physical spaces for accessibility for all pupils
4. Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
5. Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, shorter pieces of text
6. Providing resources and equipment that are accessible and usable by all pupils
7. Making reasonable adjustments to practices and policies

Differentiation is defined as ‘tailoring teaching to attend to specific pupil’s needs and the way they learn’ Van Tassel-Baska (2012)

Differentiation at West Park includes:

1. Understanding the needs of the pupils
2. Valuing and planning for diversity
3. Purposeful use of flexible grouping
4. Teaching up- aiming high and then scaffolding that helps all pupils reach this.

Enrichment

By carefully planning trips and specialist visitors, we enhance our curriculum offer, bringing our learning to life. A current overview of this for this year is:

	Autumn	Spring	Summer
EYFS			Seaside loan box from Worthing Museum
Year 1	Toy Workshop (Worthing museum)		Arundel Castle
Year 2	Trunk theatre visit Great Fire of London West Sussex fire rescue service		Sea City Workshop Florence Nightingale
Year 3	Butser Farm Resource box Worthing Museum		Portals to the Past – Egyptian workshop

Year 4	Bignor Roman Villa Resource box Worthing Museum	Viking day- Portals to the Past	
Year 5		Conflux Theatre – Ancient Greek Workshop	Sarah Nathaniel Commonwealth War Graves Commission (Suffragette Workshop)
Year 6	Portals to the Past - Maya Workshop Canadian War Memorial Ferring Pill Box Railway Evacuation to Littlehampton		Highdown Theatre Trip

Staff Development

Every subject leader has strategic leadership time each half term to support their monitoring and leadership. They also lead staff training for teaching staff each year. Some subject leaders also lead Maximising Impact of teaching assistants for all support staff to ensure curriculum provision and expertise is consistent across our school.

Community- How do we share our learning with our community?

We share our learning by inviting parents into school throughout the year. Examples include: performances following drama workshops, sharing photographs of experience days on DOJO, termly parent consultations and open afternoons in which parents and families can come into class to see recent work and displays of the learning.

Impact- What will the children at West Park remember and be able to do after their learning?

Assessment

Attainment targets

- By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. (See National Curriculum: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239035/PRIMARY_national_curriculum - History.pdf)

End of unit assessments

How does each subject assess learning and progress? Assess plan do review?

In line with Rosenshine's 6th Principle, learners are asked probing and elaborative interrogation questions, to demonstrate and deepen their understanding. They are asked to summarise key information, and this also takes the form of children responding to an over-arching question for their topic, in an open and engaging way.

Formative, on-going assessments by class teachers includes feedback and discussion with the child. Samples of work are moderated against expectations within year groups and by subject leaders, and are shared as examples to demonstrate good progress.

Data

All teachers are responsible for keeping accurate records of attainment and progress made in line with the school policy on recording data. See assessment policy.

Marking

Work should be marked regularly in line with the school policy for marking. Verbal feedback is the most effective form of feedback for moving learning on but written feedback and modelling can also be effective. 'Green Pen Marking' is

to be encouraged at all times so that children are being supported and moving children on during the lesson rather than retrospective marking which has less impact.

Display

See school policy for displays. We aim to inspire and challenge the children, supporting their learning through a working wall combined with celebrating achievement.

Equal Opportunities

History plays an important part in the life of our school. It must be available and accessible to every pupil. Activities both within and outside the classroom are planned in a way that encourages full and active participation by all pupils, matched to their knowledge, understanding and previous experience.

Pupils should have equal opportunities to develop their understanding and enjoyment of history.

Pupils are taught about diverse focus figures (artists, sports people, authors, characters etc)

Monitoring of Standards

Monitoring of History across the whole school is completed by the Subject Leaders and shared with staff and Governors in the YILO and annual reports. Year Leaders have the responsibility of monitoring their own year group each term and reporting to the Subject Leader.

- Monitoring using History development plan
- Lesson observations/drop-ins
- Work scrutiny/book looks
- Pupil voice meetings
- Termly assessment data tracking (tracking grids/progression grids/pupil progress records)
- Assessment data from summative assessments.

Links to other policies:

- Assessment policy
- Curriculum policy
- Display policy
- Homework policy
- Inclusion policy
- Marking and feedback policy
- Equalities Statement

Policy reviewed on 13th October 2025 by Hadleigh Bayley and Sian Gregory Subject Leaders

Adaptation strategies include:

- Role play /hot seating / conscience alley
- Actions for key vocabulary and chronology
- Stem sentences and generalisations
- Sorting pre-written statements / images
- Video evidence of ideas and comments
- Use of 'experts' to present/ explain / extend
- Speech to text software (On Chromebooks)
- Variable chunks of learning
- Pupil voice
- Pre-teaching or pre-learning (to introduce new lessons)
- Wider choice of outcome for a lesson (final lesson opportunity?)