

Cams Lane Primary School



History Policy

September 2025

Our School Vision Statement

‘Together as a Cams Lane family, we will inspire everyone to reach their potential. Guided by our 5 Rs, we will develop independent learners with an awareness of the world around them, ready for the challenges of the future. We will nurture relationships that build confidence and pride within each person.’

Our School Motto

Our motto is the golden thread which permeates our school ethos and drives everything we do in school.

“INSPIRE, BELIEVE, LEARN”

School Values

- Resilience
- Resourcefulness
- Respect
- Reflection
- Responsibility

Intent Statement

At Cams Lane it is our intention to deliver an engaging, high quality and ambitious curriculum to all children, ensuring all children including disadvantaged pupils, those with SEND and those facing other barriers are successful. It is important to recognize the importance of History in every aspect of daily life. Through our broad and balanced curriculum, our intent is to give every child the opportunity to confidently explore and inspire them to discover what is around them, so they have a deeper understanding of the wider world we live in. This will develop the natural curiosity of the child, encourage independence and resilience.

Setting high expectations in all subjects in a broad and balanced curriculum, gives all pupils, including disadvantaged pupils, those with SEND and those facing other barriers, the knowledge they need to achieve and thrive in later life.

We aim to offer a well sequenced History education that will help pupils gain a coherent knowledge and understanding of Britain’s past and that of the wider world. It should inspire pupils’ interest to know more about the past. From EYFS to key stage 2, the curriculum ignites curiosity, nurtures critical thinking, and develops a comprehensive understanding of local, national, and global history.

Subject ambassadors

Every year, two year 6 children are chosen to be the History subject ambassadors. This is an important role within school, and it provides the children with an opportunity to promote history in school and for the rest of the school to see history as an important and engaging subject through the leadership of the ambassadors.

They carry out a variety of jobs such as:

- Pupil voice
- Creating history quizzes for year groups
- Promoting associated reading for their topics from the school library
- Short assemblies on important historical events
- Photographing history around school

Overview

History at Cams Lane is an opportunity for children to explore real people, events and all aspects of life before the current day. Learning about the past helps the children to make sense of the world they live in and make comparisons to other times in order to gain a sense of chronology.

Children will understand that the study of different sources through books, internet, artefacts and trips which can help them to understand key questions we have about the past and develop the concept of continuity and change.

Throughout their learning at Cams Lane, children will gain the skills to study aspects of history as well as subject knowledge in a relevant historical context in order to enable children to be independent and curious learners by the time they leave.

Aims

- To develop the concept of time and chronology within history.
- To stimulate learners to ask purposeful, relevant questions and use methods of enquiry to provide purposeful evidence and research.
- To learn about major events/ people in their own country and the world including any causes and impact on their own lives.
- To understand historical concepts such as similarities and differences, change and consequences and significance of events and how to analyse these.
- To study history through a range of media.

Teaching and Learning

History is taught in Cams Lane through the Kapow planning scheme across both key stages. This scheme fulfils the statutory requirements outlined in the national curriculum and aims to ensure that all pupils learn through 5 key strands:

- Topic knowledge
- Chronological awareness
- Substantive (abstract) concepts
- Disciplinary concepts
- Historical enquiry

All of which are taught within this scheme.

An opportunity for local history studies is also incorporated into the scheme across both key stages.

While a scheme is in place to ensure the children have exciting topics that provide a progression of skills and as a resource for teachers, the history objectives will be delivered by staff in a variety of teaching and learning ways with respect to the needs of individual pupils, but covering the overarching key questions provided.

Key Stage Organisation

EYFS

Development matters understanding the world statements:

- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.
- Talk about the lives of the people around them and their roles in society
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class
- Recognise some environments that are different from the one in which they live.

Key Stage 1

Pupils should be taught about:

- Changes within living memory and changes in national life.
- Events beyond living memory that are nationally or globally significant.
- The lives of significant individuals in the past who have contributed to national and international achievements.
- Significant historical events, people and places in their own locality.

Key Stage 2

Pupils should be taught about:

- In relation to Britain; the Stone age to the Iron Age, the Roman Empire, Anglo Saxons and Scots, the Vikings to the time of Edward the confessor.
- The earliest civilisations.
- Studies on local history, an aspect of history beyond 1066, Ancient Greece, a non – European society such as Baghdad c. AD 900 and another ancient civilisation.

Assessment, Recording and Reporting

Assessment in history will be undertaken formatively by teachers within lessons, referring to the key skills being taught and sharing learning objectives linked to skills. It should be a part of every lesson and can include peer and self-assessment.

At the end of every Kapow Unit there is an end of unit quiz and / or a knowledge catcher with more open-ended questions. These are completed by the children, and they are then assessed against the objectives covered in that each unit.

Children are recorded as either at expected, below or above expected.

Monitoring and Evaluation

Monitoring will be undertaken by the subject leader to ensure progression in skills and curriculum content is being covered throughout. This will be through pupil voice, drop ins or book scrutiny. At two points during the year, standards are gathered and assessment data is monitored by the subject leader and is reviewed to ensure any changes or improvements needed to be made in certain areas can be addressed.

SEND

Cams Lane Primary School aims to offer a fully inclusive environment, high ambitions and goals for all pupils. We aim to identify and overcome potential barriers to learning and are committed to responding to pupils' diverse needs and abilities.

We provide a broad and balanced curriculum for children. The curriculum is adapted, designed and developed to be ambitious and meet the needs of all SEND pupils. The teachers meet the diverse needs of all children in their class. For some SEND pupils their learning needs will be met through differentiation, and this can be through setting suitable learning challenges, classroom organisation, teaching materials, teaching style, questioning and different tasks. Teachers will make requirements and provision, where necessary, to support individuals or groups of children and enable them to participate effectively in curriculum and assessment activities.

A. Rigby

History Subject Leader

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