



Staining CofE Primary School History Policy

Our Vision

At Staining Church of England Primary School, we believe History is a magical time-travel adventure that opens the door to worlds beyond our own. Through exciting stories, fascinating people and real-life mysteries, we inspire children to become curious investigators who delight in discovering how the past has shaped the present and continues to influence the future.

Rooted in our Christian vision – **Learn to Wonder, Grow in Wisdom, Shine Like Stars** – our History curriculum encourages children to ask thoughtful questions, explore diverse perspectives and recognise their place within the unfolding story of humanity. We want every child to understand that History is not simply a record of events, but a powerful way of seeing the world, understanding others and imagining what could be.

From the earliest years, children begin to explore the past through play, storytelling and hands-on discovery. In EYFS, they learn about themselves, their families and the world around them, building the foundations of historical thinking through curiosity, imagination and talk. As children move through school, they embark on a rich and carefully sequenced historical journey.



Learn to Wonder

Grow in Wisdom

Shine Like Stars



Purpose of Study

History at Staining develops children's understanding of the past and how it shapes the present and future. Through rich experiences, high-quality teaching and meaningful enquiry, children learn to wonder about the world, grow in wisdom through secure knowledge, and shine like stars as confident, curious learners.

Curriculum Alignment

Our History curriculum is fully aligned with the whole-school curriculum principles:

Learn to Wonder - Explore the World

History provides purposeful opportunities for children to investigate significant people, events and civilisations. Educational visits, workshops, artefacts, outdoor learning and first-hand experiences deepen understanding and broaden horizons.

Grow in Wisdom - Thrive in Life

Children develop historical knowledge, vocabulary and disciplinary skills such as questioning, analysing evidence, evaluating sources and constructing explanations. These skills build confidence, independence and critical thinking.

Shine Like Stars - Make a Difference

Through courageous advocacy, local history studies and community engagement, children learn that history is not just about the past – it empowers them to make positive contributions to the world today.

The Staining Entitlement in History

Every child at Staining will experience a History curriculum that includes:

- Handling real artefacts and exploring historical evidence.
- Meeting experts, visitors and inspirational role models.
- Visiting historical sites beyond the local community.
- Taking part in workshops, re-enactments and immersive experiences.



- Asking questions, thinking deeply and developing curiosity through “I Wonder” learning.
- Applying historical knowledge in meaningful contexts, including enterprise, community projects and courageous advocacy.
- Opportunities to perform, present and communicate historical learning to an audience.

These experiences ensure children leave Staining with secure knowledge, strong character and the confidence to thrive in life.

How Knowledge is Built in History

Our History curriculum is carefully sequenced to ensure children learn, secure, remember and apply knowledge over time.

From the earliest years, children begin to explore the past through play, storytelling and hands-on discovery. In **EYFS**, they learn about themselves, their families and the world around them, building the foundations of historical thinking through curiosity, imagination and talk. As children move through school, they embark on a rich and carefully sequenced historical journey that includes:

- **Year 1:** Local history, seasonal change, life within living memory, a comparison with Kenya, dinosaurs and weather in the UK.
- **Year 2:** British identity, rivers and canals, ice explorers, the Great Fire of London and seaside history.
- **Year 3:** World War II, South American rainforests, Anglo-Saxons, Romans and coastal environments.
- **Year 4:** Rivers, Stone Age to Iron Age, mountains, Vikings and a Blackpool local study.
- **Year 5:** World War II, local mapwork, Egyptians and the Maya civilisation.
- **Year 6:** Ancient Greece, the Indus Valley, volcanoes, mountains, rivers and biomes.

Learning Knowledge - Learn to Wonder

Children learn History through:

- A well-sequenced curriculum that builds knowledge progressively across year groups.
- Strong disciplinary skills: questioning, interpreting evidence, analysing sources and forming historical arguments.



- High-quality teaching supported by effective resources and evidence-informed approaches.
- Rich first-hand experiences, visits, visitors, workshops and practical opportunities that bring the past to life.
- Adaptive teaching and reasonable adjustments to ensure full access for all learners.
- Opportunities for guided practice, independent enquiry and reflective thinking.
- Encouraging curiosity through our "Learn to Wonder" approach.

Securing Knowledge - Grow in Wisdom

We check children are securing historical knowledge by:

- Using responsive assessment strategies throughout lessons.
- Employing questioning, discussion, observation, retrieval and low-stakes quizzes.
- Monitoring progress through the planned curriculum and adapting teaching accordingly.
- Providing opportunities for children to demonstrate and apply learning in varied contexts.
- Revisiting key concepts regularly to ensure secure understanding.
- Whole-school monitoring led by SLT, teachers, governors and subject leaders.
- "Let's Talk About Our Learning" sessions that build confidence in articulating historical understanding.

Remembering Knowledge - Shine Like Stars

We ensure children remember History by:

- Identifying essential knowledge and vocabulary for long-term retention.
- Beginning lessons with purposeful retrieval practice.
- Planning regular review and revisiting of key concepts across units and year groups.
- Helping children make meaningful connections between new and prior learning.
- Using memorable experiences, real-life contexts and practical activities to strengthen retention.
- Encouraging reflection on how knowledge connects and can be applied.

Supporting Knowledge - So Every Child Can Shine Like Stars

If children struggle to secure or remember knowledge, we:



- Use responsive teaching, purposeful questioning and immediate feedback.
- Provide scaffolds, adaptations and reasonable adjustments.
- Work with parents and carers to reinforce learning at home.
- Provide practical experiences, visual supports and concrete resources.
- Maintain high expectations while offering the support needed for success.

Curriculum Drivers in History

Vision	Curriculum Driver	Entitlement
Learn to Wonder	Explore the world	Visits, workshops, artefacts, outdoor learning, first-hand experiences
Grow in Wisdom	Thrive in Life	Historical enquiry, evidence analysis, vocabulary development, critical thinking
Shine like Stars	Make a difference	Advocacy, community projects, local history, understanding diverse perspectives

By the time children leave Staining, they will be:

- **Knowledgeable** – with secure understanding of key historical concepts, events and civilisations.
- **Curious** – able to ask thoughtful questions, investigate evidence and think deeply.
- **Confident** – able to communicate ideas clearly, take part in discussions and present learning.
- **Connected** – understanding how the past shapes the present and how they can shape the future.
- **Ready to Shine** – equipped with the wisdom, character and skills needed for the next stage of education and life beyond school.