

Hunslet Moor Primary School



History Policy

October 2025

At Hunslet Moor Primary School, our History curriculum celebrates the rich heritage of our community and inspires children to see their place in the wider world. Through exploring diverse stories from the past, our pupils develop curiosity, confidence, and a deep respect for different cultures and experiences. We believe that understanding where we come from helps our children grow into thoughtful, responsible citizens for the future.

Hunslet Moor Primary School

History Policy

Reviewed: 1st October 2025

Next Review: 1st October 2027

Policy Owner: History Subject Leader Maria Read

1. Introduction

At Hunslet Moor Primary School, we believe that History is essential in helping children understand the world around them. Our History curriculum builds pride in our local heritage, reflects the diversity of our community, and supports pupils in developing curiosity, empathy, and critical thinking skills.

This policy sets out our vision, aims, implementation, and assessment strategies for the teaching and learning of History across the school.

2. Intent

2.1 Vision

Our History curriculum is designed to:

- Spark curiosity and enthusiasm for learning about the past.
- Reflect the lives, experiences, and interests of our children.
- Connect learning to the diverse ethnic and cultural backgrounds within our community.
- Equip pupils with the knowledge, skills and values to understand the past, appreciate the present, and imagine a bright future.

2.2 Aims

Through History teaching, we aim to:

- Develop awareness of the past and how it shapes the present.
- Build a sense of identity, family, and community.
- Foster an understanding of cultural roots and shared heritage.
- Support chronological understanding.
- Encourage enquiry, interpretation and questioning skills.
- Inspire curiosity and enthusiasm for history.
- Promote empathy by exploring different lives and perspectives.
- Enrich the wider curriculum and strengthen cross-curricular links.
- Support resilience, wellbeing, and transferable life skills.

3. Implementation

3.1 Curriculum Structure

History is taught as a driver subject across the curriculum.

Each year group studies one full-term and one half-term History topic annually (except Year 3, which studies the Industrial Revolution and Saltaire for a full term). In EYFS, History is embedded in the Understanding the World strand, with at least one explicit focus per year.

3.2 Chronology and Key Questions

Each topic begins with a timeline recap.

Learning is framed around a key question, leading to an independent knowledge self-assessment at the end of the unit.

3.3 Knowledge and Vocabulary

Core knowledge is carefully selected for each unit to ensure long-term retention. Key historical vocabulary is explicitly taught, modelled, and revisited throughout each topic.

3.4 Teaching Strategies

History is delivered using a wide range of approaches, including:

- Whole-class, paired, group and independent work.
- Role play, drama, and hot-seating.
- Cross-curricular links with English, Maths, and the Arts.
- Enrichment opportunities through trips, visitors and artefacts.
- ICT applications, including internet research, iPads, word processing, and topic-related software.

3.5 Skills Development

Pupils will develop:

- Chronological understanding.
- Knowledge of events, people, and changes.
- Awareness of historical interpretation.
- Enquiry and research methods.
- Questioning and reasoning skills.
- Resilience, empathy and cultural understanding.

4. Curriculum Content

4.1 Early Years Foundation Stage (EYFS)

History is taught through Understanding the World.

Pupils develop an early sense of time, change, and chronology.

Opportunities for historical enquiry are embedded within provision and focused activities.

4.2 Key Stage 1 (KS1)

Pupils develop awareness of the past using common vocabulary and concepts.

They place events and people within a chronological framework.

Children compare life in different periods, ask questions, and use stories and artefacts to build understanding.

4.3 Key Stage 2 (KS2)

Pupils secure a chronologically ordered understanding of British, local and world history.

They make connections, note contrasts, and identify trends over time.

Pupils ask historically valid questions about cause, change, similarity, difference, and significance.

They evaluate evidence, construct informed responses, and understand differing interpretations of the past.

5. Inclusion

We ensure equal access by:

- Differentiating tasks and resources to meet all abilities.
- Planning for SEND pupils' needs and outcomes.
- Valuing children's backgrounds and interests.
- Building on prior knowledge and personal experience.

6. Assessment, Recording and Reporting

Formative assessment is continuous, using recall questions, quizzes and knowledge organisers.

Summative assessment is carried out at the end of each unit through a “knowledge drop” activity.

Pupils’ work is recorded in books and celebrated through displays and the school website.

Parents are informed of progress through parents’ evenings and annual reports.

The subject leader and SLT monitor provision through book looks, lesson observations and pupil voice.

7. Impact

By the time pupils leave Hunslet Moor Primary School, they will:

- Have a secure chronological framework of British, local and world history.
- Make meaningful connections across time and place.
- Demonstrate strong enquiry, reasoning and critical thinking skills.
- Appreciate diversity and different perspectives in history.
- Be confident in forming and justifying their own interpretations.
- Be fully prepared for secondary history and beyond.

8. Monitoring and Review

This policy will be reviewed every two years by the History Subject Leader and the Senior Leadership Team. Any changes will be approved by the Governing Body.

Appendix A – British Values in History

“The values I’m talking about – a belief in freedom, tolerance of others, accepting personal and social responsibility, respecting and upholding the rule of law – are the things we should try to live by every day. To me they’re as British as the Union Flag, as football, as fish and chips. Of course, people will say that these values are vital to other people in other countries. And, of course, they’re right. But what sets Britain apart are the traditions and history that anchors them and allows them to continue to flourish and develop.”

— **David Cameron, 2014**

The Department for Education (DfE) defines British values as consisting of five key elements:

- Democracy
- The Rule of Law
- Individual Liberty
- Mutual Respect
- Tolerance of those of different faiths and beliefs

At Hunslet Moor Primary School, we actively promote British values through our History curriculum, which is carefully designed to reflect both our diverse local community and our shared national heritage. In line with our History Policy, we encourage pupils to investigate and interpret the past, build empathy, and critically evaluate the impact of decisions and values across time. We celebrate diversity while helping children to understand their place in modern Britain.

1. Democracy

Pupils explore democracy within its historical context and link this to the present day.

In **Year 5 Ancient Greece**, pupils learn about the origins of democratic ideas and how these shaped modern Britain.

In **Year 6 Vikings and Anglo-Saxons**, pupils examine governance and decision-making structures.

In **Year 2 Nurturing Nurses** and **Year 3 Industrial Revolution**, pupils consider the role of individuals in shaping society and challenging inequality.

In the classroom, democracy is modelled and practised: all pupils are given an equal voice, encouraged to share their views, and taught to listen respectfully to others.

2. The Rule of Law

The importance of laws — whether within school, the wider community, or society — is reinforced through both behaviour expectations and historical study.

Pupils examine codes for living in different periods, reflecting on fairness, justice, and equality before the law.

Examples include **Year 3 Industrial Revolution**, where working conditions highlight inequality, and **Year 2 Nurturing Nurses**, which explores medical reforms and their impact.

During **Black History Month**, pupils reflect on times when the Rule of Law was not applied equally, linking this to contemporary values of justice and fairness.

3. Individual Liberty

We encourage children to make informed choices and express their views safely and respectfully within a structured environment. History provides a platform to explore the tension between individual freedom and the wider good.

In **Year 2 Nurturing Nurses**, pupils consider how medical pioneers challenged existing practices to improve lives.

In **Year 3 Industrial Revolution**, children examine the struggle for workers' rights and freedoms.

During **Black History Month**, pupils learn how individuals fought for liberty and equality, shaping change for future generations.

4. Mutual Respect

Mutual respect is central to our school ethos and is one of our DREAMS core values. In History, pupils explore respect for different cultures, beliefs, and perspectives across time.

In **Year 4 Ancient Egypt** and **Year 5 Romans and Greeks**, children explore how respect (or lack of it) shaped societies and relationships between groups.

In **Year 6 Vikings and Anglo-Saxons**, pupils consider the impact of invasion and settlement on communities.

During **Black History Month**, respect for contributions often overlooked in the past is highlighted and celebrated.

By reflecting on times where mutual respect was absent, children develop a deeper understanding of its importance in shaping fair and inclusive societies.

5. Tolerance of Those of Different Faiths and Beliefs

Situated in an ethnically diverse area, Hunslet Moor promotes tolerance through knowledge, understanding, and respect. Our History curriculum offers opportunities to explore identity, belonging, and the role of religion in shaping society.

In **Year 5 Romans**, pupils learn about the spread of different beliefs across Europe and their impact on society.

In **Year 6 Ancient Islam**, pupils examine a civilisation that contributed greatly to world knowledge, science, and culture.

In **Year 2 Nurturing Nurses**, pupils compare personal motivations rooted in faith and compassion.

Through these studies, children learn how tolerance of different beliefs has influenced societies in the past and why it remains essential in today's world.

Summary

Promoting British values is embedded within our History curriculum intent at Hunslet Moor. Pupils are taught to think critically, evaluate evidence, and develop empathy — enabling them to understand how values have developed over time and how they continue to shape modern Britain. Through History, our children gain the knowledge, skills, and attitudes to become thoughtful, respectful and responsible citizens.

Appendix B – SMSC links

At Hunslet Moor Primary School, our History curriculum makes a significant contribution to pupils' spiritual, moral, social, and cultural (SMSC) development. Through carefully chosen topics and enquiry-based learning, children are encouraged to reflect on human experiences across time, consider the consequences of actions and decisions, and develop empathy, respect and critical thinking. This supports our wider school values and British Values, as outlined in our History Policy.

Spiritual Development

History promotes spiritual growth by encouraging curiosity, reflection, and a sense of wonder about the past. Pupils are inspired to ask big questions about human existence, identity and the choices people have made.

- Curiosity and Mystery: Pupils explore the reasons behind significant events and consider alternative outcomes (e.g. **Year 5 Romans, Year 6 Anglo-Saxons**).
- Connection with the Past: Artefacts bring the past to life, helping children connect with people across time (e.g. **Year 1 Toys and Technology, Year 3 Industrial Revolution**).
- Exploring Human Experience: Children study how individuals shaped the world, for better or worse, and reflect on their legacies (e.g. **Year 2 Nurturing Nurses – Florence Nightingale and Mary Seacole; Year 1 Technology and Toys – Alan Turing, Steve Jobs**).
- Interpretations of the Past: Pupils examine how different interpretations arise and why they matter (e.g. **Year 2 History of Flight, Year 6 Ancient Egyptians**).

Moral Development

History provides opportunities to reflect on moral dilemmas, explore concepts of justice, and evaluate past decisions in light of present values.

- Moral Questions: Pupils consider how beliefs and actions of the past may conflict with modern values (e.g. **Year 3 Industrial Revolution**).
- Empathy and Compassion: Children are encouraged to empathise with people facing difficult choices and understand the reasoning behind their decisions (e.g. **Year 4 Stone Age to Iron Age, Year 3 Industrial Revolution**).
- Right and Wrong: Notions of justice and fairness are explored through historical contexts (e.g. **Year 6 Vikings and Anglo-Saxons**).

Social Development

Through History, pupils develop an understanding of how societies have evolved, and how collective experiences have shaped communities. They also strengthen their own social skills through collaborative learning.

- **Societal Comparison:** Children explore similarities and contrasts between past and present societies (e.g. Year 4 Ancient Egyptians, Year 6 Ancient Islam).
- **Cultural Influence:** Pupils investigate how different cultures influenced British society (e.g. Year 5 Ancient Greeks and Romans, Year 6 Vikings and Anglo-Saxons).
- **Collaboration:** Group projects and enquiry tasks promote teamwork and social development.
- **Social Issues:** Pupils reflect on social struggles and reforms (e.g. Year 3 Industrial Revolution, Year 2 Nurturing Nurses).

Cultural Development

History enables pupils to appreciate cultural diversity and recognise how interactions between societies have shaped Britain's heritage and identity.

- **Understanding Difference:** Children learn to empathise with people from diverse backgrounds (e.g. Year 2 Nurturing Nurses).
- **Cultural Legacy:** Pupils explore how cultures from around the world influenced British society (e.g. Year 5 Greeks and Romans, Year 6 Vikings and Anglo-Saxons).
- **Multicultural Contexts:** Pupils gain a deeper appreciation of our multicultural society by studying links between local, British, European and world history (e.g. Year 6 Ancient Islam, Year 6 overview of Ancient Civilisations).

Summary

Through SMSC links, our History curriculum not only teaches pupils about the past but also equips them with the values, empathy and awareness needed to thrive in a modern, diverse society. This approach directly supports our History Policy, reinforcing pupils' sense of identity, cultural understanding, and their role as respectful, responsible citizens.