





History Policy



Updated: September 2026



Next Review: September 2027

Intent

The learning and teaching of history at Green Park School aims to provide opportunities to understand, appreciate and enjoy the multi-cultural world in which we live and to celebrate its rich diversity. We aim to develop children's ability to investigate and explain the past and thereby understand our world as it is. At Green Park, we follow our curriculum where the history projects are well sequenced to provide a coherent subject scheme that develops children's historical knowledge, skills and subject disciplines. Key aspects and concepts, such as chronology, cause and effect, similarity and difference, significance and hierarchy, are revisited throughout all projects and are developed over time. All projects also develop historical skills based on evidence and historical enquiry. The choice of historical periods follows the guidance set out in the national curriculum, with specific details relating to significant events and individuals chosen to present a rich and diverse account of British and world history. Where there are opportunities for making meaningful connections with other projects, history projects are sequenced accordingly. For example, the project 'Through the ages' is taught alongside the art and design projects to give children a better all-round understanding of ancient British arts and culture.

Implementation

In EYFS the children explore past and present by talking about the lives of the people around them and their roles in society and learning some similarities and differences between things in the past and now by drawing on their experiences and what has been read in class. They also understand the past through settings, characters and events encountered in books read in class and storytelling.

In year 1, children learn about the lives of significant individuals in the past who have contributed to national and international achievements with some being able to compare aspects of life in different periods. They learn about events beyond living memory that are significant nationally or globally, such as 'The great fire of London'. In year 1, the children also begin to gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.

In year 2, children extend their studies to explore a broader range of periods in the project 'Movers and Shakers'. This project explores the concept of significance and the significant people that have greatly influenced history. The children also study the project 'Magnificent Monarchs'. This project introduces children to the challenging concepts of power and monarchy in preparation for more complex historical topics in Key Stage 2.

The projects studied in Key Stage 1 provide numerous opportunities for children to explore significant historical events, people and places in their locality.

In Year 3, children learn about Ancient Rome and the Roman Empire, including the Romanisation of Britain. They also learn the chronology of British history in the project 'Through the Ages'. This project teaches children about the significance of prehistoric periods

and the changes in Britain from the Stone Age to the Iron Age. Year 3 also study significant people such as Mary Anning and conduct a study of their local History.

Conducting a study of Greek life and achievements and their influence on the western world in the project 'Gods and Mortals'.

In Year 4, the children build on their learning from Year 3 by learn about life in Britain after the Roman withdrawal, learning about Anglo-Saxon and Viking invasions up to the Norman Conquest in a project called 'Invasion'. This is followed by the project 'Ancient Civilisations' which again links to the learning in Year 3 learning about 3 of the world's first ancient civilisations, ancient Sumer, ancient Egypt and the Indus Valley civilisation. They will learn about the rise, life, achievements and eventual end of each civilisation.

In Year 5, the children begin by studying 'Fallen fields'. They will learn that the First World War was a conflict that had devastating effects on millions of people across the world. They will answer questions 'What started this global tragedy? What was life like for families on the home front and how this links to Dover and what the impact was for Kent during this time. Finishing with learning - How was a fragile peace finally achieved? This will be followed in Year 6 with a study into WW2. They will look at 'Dynamic Dynasties' teaching them about the history of ancient China, focusing primarily on the Shang Dynasty, and exploring the lasting legacy of the first five Chinese dynasties, some of which can be seen in the world today. Moving onto 'Groundbreaking Greeks' teaching the children about the developments and changes over six periods of ancient Green history, focusing on the city state of Athens in the Classical age, and exploring the lasting legacy of ancient Greece.

In Year 6, children explore a range of Historical themes and events including the ancient Mayan civilisation in the project Hola Mexico! Will teach the children about the ancient Mayan civilisation and how their environment, beliefs, architecture and mathematical knowledge made the Maya one of the most sophisticated ancient civilisations. The children then study 'A Child's War' teaching them about the cause and effect of the Second World War, significant events and people and develop their empathy for what it was like to be a child at that time. They will draw on the learning from Year 5 and again study the impact on the local area and any lasting effects. The children then study the more complex historical issues of enslavement, colonialism and power in the project 'Maafa'. In this project, children explore a range of African kingdoms, including the Kingdom of Benin, and study Britain's role in the development, perpetuation and abolition of the slave trade.

Throughout the history scheme, there is complete coverage of all national curriculum programmes of study.

Every Year group will cover chronology and use timelines to support children's understanding of how events fit. This will support them to draw their own conclusions and visually see how events link. Every topic will start with a timeline lesson recapping prior learning and building on this.

Inclusion and Adaptive teaching:

All children must have regular access to History appropriate to their stage of development. Challenge for all is integral to our teaching and we aim to encourage all pupils to reach their full potential through the provision of varied opportunities. Work must be adapted to aid children's learning. Also, more-able children should be given open-ended tasks and be given opportunities for further research and more challenging studies. We recognise that our curriculum planning must allow pupils to gain a progressively deeper understanding and competency as they move through our school.

Impact:

The impact of the quality of teaching and learning will be measured by:

- Lesson observations
- Monitoring of planning and assessment
- Monitoring of children's work
- Data analysis
- Pupil and teacher voice.

Agreed by staff and governing body

Reviewed: September 2026

To be reviewed: September 2027