



Fairchildes Academy Community Trust (FACT)

History Policy

January 2026

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Introduction

In our Trust, we believe that the study of history enriches every child's intellectual, social, moral, and cultural development. History encourages curiosity about the world, helping pupils to understand their own identity and develop a sense of belonging within their community and beyond.

Through learning about the past, children explore how societies, cultures, and civilisations have changed over time, understanding the political, social, and economic forces that shaped them. History also provides opportunities for pupils to develop respect, empathy, and tolerance by learning about diverse people and perspectives.

By engaging with a range of historical sources—such as artefacts, written records, multimedia, and oral histories—children learn to question, analyse, and interpret evidence critically. This enquiry-based approach helps them to develop key skills in reasoning, communication, and critical thinking. History also promotes cross-curricular learning, reinforcing literacy, numeracy, and geographical understanding through activities such as storytelling, drama, mapping, data handling, and research.

Our history curriculum aligns with the National Curriculum and aims to ensure that all pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world.

Aims and Objectives

Our history curriculum is designed to inspire curiosity and foster a lifelong interest in the past. Through history, we aim for pupils to:

- Recognise the differences between past and present societies and appreciate diverse values and perspectives.
- Learn about significant events, individuals, and developments in British, European, and world history, exploring how these have influenced one another.
- Develop a clear sense of chronology and understand their place within the wider framework of history.
- Gain historical perspective by connecting their growing knowledge to local, national, and global contexts.
- Engage in historical enquiry—asking perceptive questions, thinking critically, weighing evidence, and developing informed judgments.
- Appreciate cultural heritage and understand how history contributes to their own sense of identity and citizenship.

Teaching and Learning

History is taught through an engaging, topic-based approach that follows the National Curriculum. Each unit includes:

- Key questions and objectives
- Planned teaching activities
- Learning outcomes and assessment opportunities
- Identified historical skills and concepts

Our teaching aims to be stimulating, purposeful, and inclusive, enabling all pupils to achieve their best. Lessons are designed to promote enquiry and encourage pupils to think deeply about how and why events occurred. Children are encouraged to consider different interpretations of history and to support their conclusions with evidence.

A wide variety of teaching and learning methods are used, including:

- Investigation and research using a range of sources (books, artefacts, digital media, letters, photographs, and oral accounts)
- Discussion, debate, drama, and role play
- Creative and cross-curricular projects
- Visits to museums, historic sites, and local heritage areas
- Opportunities to work collaboratively and independently

We ensure that key historical concepts and vocabulary are revisited and built upon through each key stage to promote progression and secure understanding.

Inclusion

We are committed to providing all pupils with equal access to the history curriculum across the Trust. Lessons are planned to meet the needs of all learners, regardless of ability, background, or additional needs.

Teachers take account of the three principles of inclusion:

1. Setting suitable learning challenges
2. Responding to the diverse learning needs of pupils
3. Overcoming potential barriers to learning and assessment

This means:

- Differentiation by task, outcome, support, and resource.
- Adaptations for pupils with Special Educational Needs (SEND) and those learning English as an Additional Language (EAL).
- Opportunities for gifted and talented pupils to engage in higher-level enquiry and independent research.
- Careful consideration of physical accessibility and appropriate adaptations during educational visits.

Our curriculum promotes respect for diversity by exploring history from multiple perspectives, ensuring that societies are represented not only from a British viewpoint but also from their own cultural contexts. We value pupils' own cultural backgrounds as key resources for learning, allowing them to bring alternative interpretations and insights into classroom discussions.

Assessment, Recording, and Reporting

Assessment in history follows the Trust's policy on assessment and record keeping. Teachers make both formative and summative assessments to monitor progress and inform future planning.

- Assessment focuses on pupils' understanding of key historical knowledge, skills, and concepts.
- Informal assessments take place through observation, questioning, and discussion during lessons.
- At the end of each unit, teachers make a summative judgement against key skills and learning objectives.
- Work is marked in accordance with the Trust's marking policy, providing constructive feedback to help pupils improve.
- Reports on pupils' progress in history are included in annual written reports to parents and carers.

Monitoring and Evaluation

Implementation of this policy is monitored by the Senior Leaders in each school and overseen by the Trust's Humanities Team. Monitoring includes lesson observations, book looks, pupil voice and data analysis. Findings inform professional development priorities and policy updates.

This policy will be reviewed annually, or sooner if statutory requirements or curriculum developments necessitate changes.