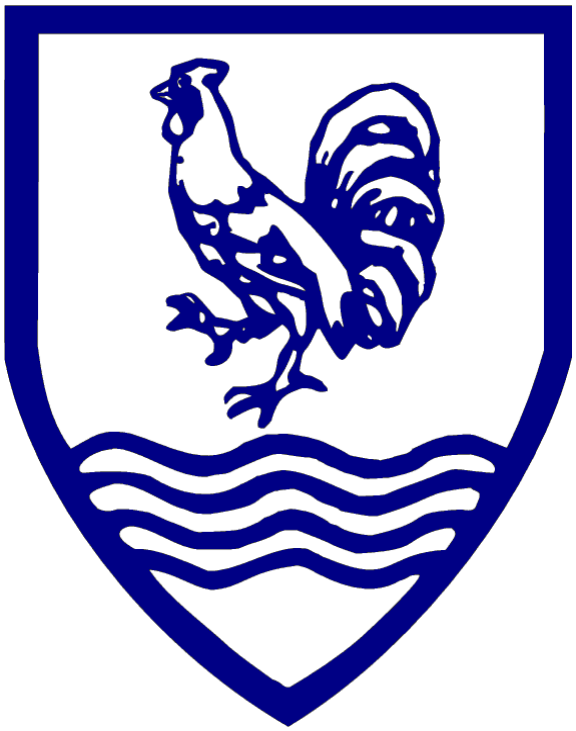
Plat Douet School
History Policy



September 2026

At Plat Douet School every learner is entitled to a curriculum rich and varied, challenging and inspiring, which enables every individual to reach their fullest potential to the highest possible standard and allow all pupils to 'be the best they can be'.

Vision Statement

At Plat Douet School, we believe that History helps pupils understand the world they live in by exploring how people, events and societies have shaped the present. Through a rich, ambitious and enquiry-led curriculum, pupils develop a secure understanding of Britain's past and that of the wider world.

Our History curriculum has been carefully sequenced to build knowledge progressively through a series of enquiry questions which encourage pupils to think critically, ask questions, analyse evidence and make historical judgements. Learning is organised chronologically within each year group, enabling pupils to develop a clear understanding of the passage of time and to make connections between different periods in history.

Through the study of significant people, events and civilisations, pupils develop curiosity about the past whilst gaining an appreciation of how historical events continue to influence society today. We aim to develop confident historians who can communicate their ideas using accurate historical vocabulary and a secure understanding of substantive and disciplinary concepts.

The 3I's

Intent

Our intent is to provide a meaningful, inclusive and progressive History curriculum that brings the past to life for all children. We aim to:

- Develop pupils' chronological understanding and historical curiosity.
- Equip children to ask perceptive questions, think critically and make connections across time and cultures.
- Ensure pupils explore local, national and global history with an appreciation of diversity and change.
- Promote enquiry-based learning that challenges interpretations and builds investigative skills.
- Celebrate the stories and contributions of significant individuals and groups, including underrepresented voices.

Implementation

History is taught through carefully planned units centred around engaging enquiry questions. These questions provide a clear purpose for learning and encourage pupils to investigate, analyse and evaluate historical evidence.

The curriculum is sequenced chronologically within each year group, allowing pupils to develop their understanding of historical periods, change, continuity, cause and consequence over time.

Teachers provide opportunities for pupils to:

- Investigate historical enquiry questions.
- Explore a range of primary and secondary sources.
- Develop chronological understanding.
- Compare different periods, societies and civilisations.

- Analyse cause and consequence.
- Examine historical interpretations.
- Communicate historical understanding through discussion, debate and written outcomes.

High-quality resources are carefully selected to enhance historical understanding. Informed by the work of Mary Myatt, teachers utilise powerful visuals, artefacts, photographs, paintings, maps, film clips and high-quality texts to stimulate curiosity, strengthen vocabulary and deepen thinking. These resources are used to promote rich discussion, support historical enquiry and enable pupils to make meaningful connections within and across periods of history.

Where appropriate, carefully selected text drivers are used to enrich learning and provide authentic contexts for historical study. These texts support pupils' understanding of historical periods, individuals and events whilst strengthening links between History and English.

Impact

The impact of our History curriculum is demonstrated through pupils who:

- Have secure chronological knowledge and understanding.
- Can discuss historical periods, events and individuals using accurate vocabulary.
- Understand key concepts such as change, continuity, cause and consequence, significance and interpretation.
- Can ask and answer historical enquiry questions using evidence.
- Make connections between different periods of history.
- Demonstrate curiosity and enthusiasm for learning about the past.
- Can communicate historical understanding confidently through speaking, writing and discussion.

Key Stage 1 and Key Stage 2

In History, children make progress and develop their knowledge, understanding and skills from one key stage to the next using five key elements. These are:

- chronology
- range and depth of historical knowledge and understanding
- interpretations of history
- historical enquiry
- organisation and communication

Learning about history offers the children the opportunity to:

- gain an understanding of the past, with relation to themselves, their families, community and the wider world
- consider how the past influences the present

Foundation Stage

History in EYFS is taught through the EYFS area of *Understanding the World*. Children develop an awareness of the past by exploring their own experiences, family histories, significant events, stories, and

artefacts. Through discussion, enquiry, play-based learning, and first-hand experiences, children begin to understand chronology, change over time, and similarities and differences between the past and present

Aims

- Learning should be varied and promote historical interest and enquiry
- Develop a sense of chronological understanding relating to major historical periods, events and people
- Pupils should have access to a range of resources to aid and develop historical enquiry
- Identify different ways in which the past is represented
- Learning covers local, national and world history
- Learning incorporates trips and visitors, at least once per term
- Skill progression is considered in planning and evident through books and pupil voice

Planning the History Curriculum

Long term Planning:
In collaboration with the Subject Leader, the long term vision was discussed and each unit of learning is structured around a key enquiry question and sequenced chronologically within the year group to ensure clear progression of historical knowledge, concepts and disciplinary skills.

Medium Term Planning
At the beginning of each term when History is taught, in each year group, the class teacher will plan each unit based on the Jersey and National curriculums and the school History long term plan. Using the enquiry question to base each of the lessons.

Short Term Planning

Short term planning, which is carried out weekly, should identify the intended Historical Learning Intentions, activities and resources. Skill progression should be evident and the skill progression overview will be referred to by the subject leader at this stage. Class teachers can share queries/ questions with the subject leader.

Health and Safety

The Class teacher is responsible for the health and safety of themselves, classroom assistants, visitors and pupils within the class. We aim to encourage children to partake in fieldwork but we must advise them about how to act responsibly. Appropriate levels of supervision will be maintained for all out of school activities.

Where children are to participate in activities outside of the school, each class teacher must carry out a Risk Assessment prior to the activity, to ensure that reasonable measures have been taken to ensure the activity is safe and appropriate for all pupils. The Risk Assessment should be emailed to the Headteacher and taken on the trip by class teachers.

Teaching and Learning Approaches

A variety of teaching and learning approaches should be used during History activities:

- Whole-class, group, paired and independent work
- Enquiry-based research activities
- Opportunities to ask and answer questions
- The use of a variety of resources such as artefacts, pictures and photographs
- Role-play and discussions
- Presenting findings to the rest of the class
- 'Real' historical activities i.e. trips and visitors

- Enquiry-led learning based on carefully planned historical questions.

- The use of high-quality visuals and resources, informed by the principles of Mary Myatt, to promote curiosity, critical thinking and discussion.
- The use of high-quality fiction and non-fiction text drivers where appropriate to enhance understanding of historical contexts and experiences.
- Opportunities for pupils to analyse and evaluate historical sources and evidence.
- Regular opportunities for discussion, debate and reasoning using historical vocabulary.

High Impact:
Where applicable, IT should be used to enhance and support teaching and learning of History at Plat Douet School. The High Impact guides are on the One Drive and should be added to short term planning where applicable.

Oracy:

Oracy is fundamental to successful History teaching and learning at Plat Douet School. Pupils are encouraged to discuss, explain, justify and challenge ideas using appropriate historical vocabulary. Teachers provide structured opportunities for pupils to engage in historical debate, analyse evidence and communicate historical interpretations.

High-quality visuals, artefacts, photographs and carefully selected texts are used to stimulate curiosity and encourage meaningful discussion. Cooperative learning structures support pupils in developing confidence, reasoning skills and historical understanding through purposeful talk

Inclusion

- We are committed to providing effective learning opportunities for all pupils and apply the principles for inclusion to planning and teaching.
- Teachers will respond appropriately to pupils' diverse learning needs and be aware of the needs of differing genders, special educational needs, disabilities, as well as different social, cultural and ethnic backgrounds.
- Teachers will be aware of overcoming the potential barriers to learning and assessment for individuals and groups and respond accordingly by making effective provision and liaising with appropriate staff.

- We are committed to the principle of equality of opportunity, and this will be reflected in the curriculum offered to pupils and in the conduct of staff and pupils.

Assessment, Recording and Reporting

- Teachers assess the children's work in History by making informal judgements as they observe during lessons and by carrying out formal assessments of work, gauged against specific skill-based learning objectives and learning objectives set out in the curriculum.
- Children work individually, in pairs or as part of a group. All children's work is marked in accordance with the school's marking policy.
- Subject Lead to carry out 'Pupil Voice' to assess learning opportunities and skill progression of pupils in Year 1 to Year 6.
- Subject Lead to monitor the 'Year 1 to Year 6 Trips/Visitors spreadsheet' as an overview of trips and visitors opportunities throughout the year.
- A reference to the pupils' learning and progress in History may be commented upon by class teachers in the written report to parents.

Cross Curricular Links

- Through the Hampshire English scheme, pupils have many opportunities to draw upon their History topic through focus stories and planning around the History topic.
- ICT can be incorporated into History through the use of computers and iPad for research and presentation of findings.
- Geography feeds into History by locating historical sights, known persons and places around the world.
- History topics can also be encapsulated through Music, Drama and Art.

Monitoring and Reviewing of Learning

Monitoring is undertaken by the History Subject Leader and is based on the coverage of the Long term plan, short term planning, the 'Year 1 to Year 6 Trips/Visitors spreadsheet' and through pupil voice. The Subject Lead will complete a 'book look' twice per year (as per the yearly overview). All monitoring of History completed by the Subject Lead is outlined in the subject's yearly overview.

The Role of the Subject Leader

The History Subject Lead is responsible for reviewing all aspects of the History policy, planning, ordering of resources (including Town Library boxes) and learning opportunities. Staff should refer to the Subject Lead for advice and support. The History Subject Lead should ensure class teachers are aware of their responsibilities including the completion of Town Library books request forms and arranging and recording trips and visitors linked to the topic.

Resources

History resources are carefully selected to provide rich and engaging learning experiences. These include artefacts, photographs, maps, paintings, timelines, primary and secondary sources, museum resources, high-quality fiction and non-fiction texts, and digital resources.

In line with Mary Myatt's principles, resources are chosen to challenge thinking, develop vocabulary, encourage discussion and deepen historical understanding. Powerful visuals and carefully selected text drivers are used throughout the curriculum to support enquiry, oracy and disciplinary thinking.

J Young **September 2026**