



La Houquette Primary School- History Policy

La Houquette Vision

Happy Learning Partnership

Successful Learners Confident Individuals Responsible Citizens Effective Contributors

Healthy and Active Safe and Nurtured Included and Respected Reaching their Full Potential

Intent

History at La Houquette aims to inspire pupils to become curious and reflective thinkers with a secure understanding of the past. We equip children with a coherent knowledge of significant events, people and societies, enabling them to make connections across time. Pupils are taught to think like an historian: to ask perceptive questions, investigate evidence and consider different perspectives.

By exploring the process of change over time and the diversity of societies, pupils begin to develop a strong sense of identity and a better understanding of the world around them.

Implementation

History forms a core component of the "Historical, Geographical & Social Understanding" curriculum entitlement. To ensure deep engagement with the past, the curriculum is fully progressive and intentionally moves beyond a simple, linear timeline. It seamlessly transitions from Substantive Knowledge—the essential facts and content of history—to

Disciplinary Knowledge, which teaches pupils the analytical skills required to understand how history is studied and constructed.

This progression is achieved by following a "concentric" approach that expands a child's worldview over time. Learning begins with the self and the immediate locality before gradually widening to national and global narratives. This careful scaffolding ensures that every child can confidently access and participate in the "Great Conversation" of human history through a deliberately constructed spiral of progression where knowledge continuously builds upon prior learning.

The journey through the key stages marks distinct milestones in a child's historical understanding. Key Stage One establishes the Foundations of Time, introducing early chronological awareness. This transitions into Lower Key Stage Two, which focuses on developing a cohesive Chronological Narrative. Finally, Upper Key Stage Two elevates learning to Complexity and Critique, introducing pupils to Historiography so they can understand that history is an ongoing interpretation rather than just a fixed series of facts.

KeyStageHistory.co.uk serves as a comprehensive resource for our school wide approach to History, offering structured, enquiry-based history units that facilitate, broaden and widen current curriculum planning for Key Stages 1 and 2. The site provides ready-to-use lesson PowerPoints, differentiated activity sheets, tried and tested, progressive and scaffolded lesson plans, and subject knowledge support to help non-specialist teachers deliver engaging history lessons. It provides a most wonderful springboard for both our teachers, and pupils, to dive ever deeper into knowledge, understanding and mastery.

<https://www.keystagehistory.co.uk/>

Impact

In History, we carefully distinguish between Substantive Knowledge—the core facts, dates, and historical figures—and Disciplinary Knowledge, which focuses on how historians work through evidence, interpretation, and causation. Our assessment rubrics remain cognitively demanding for every learner. Rather than lowering expectations, we adapt the access to the curriculum, ensuring that all pupils can engage with complex historical concepts.

The breadth and depth of this learning are clearly reflected in the pupils' ability to contextualise local Guernsey history within the wider narrative of global conflicts, evidenced through verbal conferencing records. This approach enables pupils to articulate their own progress with confidence. They can pinpoint specific disciplinary skills they are developing, noting achievements, such as becoming better at spotting clues in old photographs.

The impact of this intended assessment model is a de-risked learning environment where

historical understanding is never lost to or limited by writing ability. By strictly adhering to High-Quality Inclusive Practice (HQIP), we ensure that every child regardless of their starting point, leaves primary school not just knowing what happened in the past, but deeply understanding why it matters and how we know it.

Review date: Autumn 2026