History Policy

Policy produced by Go Shine CE Federation

Adopted by Governors -Academic year 2026/27 updated 17.03.23
Review date- As changes are made

Intent of our curriculum

Curriculum design

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past and be able to talk about what they have learned in a knowledgeable and articulate way, using their 'public voice'. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

- ✓ know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- ✓ know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- ✓ gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- ✓ understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses
- ✓ understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- ✓ gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales

We provide our children with a curriculum which is engaging and stimulating and develops not just their **historical knowledge**, but builds on prior learning of concepts and the processes of historical investigation. Alongside this, we will ensure immersion in a topic with a range of experiences where children can explore history through writing, art, design technology and drama, for it to be fully 'brought alive'.

At our school we see the Y1 to Y6 curriculum as a body of **subject specific knowledge** defined by us and the National Curriculum and so we take a **knowledge led approach**. Skills are an outcome of the curriculum, not its purpose. When children are 'fluent' in knowledge they can then apply that knowledge as part of skill acquisition.

We have a **clear focus on subjects** as units to deliver the curriculum. Our **Curriculum Map** and units of work in every subject contain the knowledge that we have identified as essential in our school.

Our **Units of Work** in each subject have been carefully crafted by expert teachers across our school partnership, identifying **composite tasks** and breaking them down in to **component tasks** to ensure **sequential, layered knowledge acquisition**. These Units of Work also

support our particular **'instructional'** style of teaching and help with the speedy and effective induction of new staff. This is particularly important in an inner London environment where the cost of accommodation prevents most of our staff from being able to stay with us long term.

We use **Knowledge Organisers** in order to help children with **knowledge retention** and issues around **working memory** to ensure that children **know more and remember more**. Our teaching style has a strong focus on the effective retention and use of **subject specific vocabulary** using Walk The Word techniques.

All classrooms should have a high quality history display in place similar to the photograph in this policy .

Visits and Visitors are detailed on the Whole School Curriculum Map. Teachers will record evidence of visits and visitors as a photo page (with an explanation) in children's science books. It is the teacher's responsibility to book visits and visitors according to school policy. Teachers are also responsible for booking transport and completing a preliminary visit for the risk assessment prior to the visit.

Implementation of our curriculum

The implementation of our curriculum is greatly supported by **carefully structured unit plans, leading pupils through component knowledge and skills to composite knowledge and skills** in all subjects.
Our pedagogical approach is based on **Rosenshine's Principles of Direct Instruction**. The brilliant clarity and simplicity of this approach supports teachers to engage with cognitive science and the wider world of educational research.
The Principles of Direct Instruction

1. Daily Review
2. Present new material using small steps
3. Ask questions
4. Provide models
5. Guide student practice
6. Check for student understanding
7. Obtain a high success rate
8. Provide scaffolds for difficult tasks
9. Independent practice
10. Weekly and monthly review

Resources

History resources related to each year group should be stored in classrooms.

Assessment

From Y1- Y6 children are assessed individually against the statutory outcomes for each year group. They are graded Below Expected Standard (Y?) Working towards Expected Standard Expected Standard Greater Depth. The history assessment statements can be found at the end of this policy document.

Staff training

Staff receive termly support and training through a programme of PDM's and 1-1 coaching opportunities, keeping their knowledge, skills and understanding up to date and relevant for delivering the curriculum.
New staff are given a mentor for 12 months.

Parent involvement

Through parents' meetings, the school newsletter and the school website parents are encouraged to support their children's learning in history.

The role of the subject coordinator

Subject leaders

- provide continuous professional development for staff
- monitor the quality of provision in the history curriculum and report to senior leaders
- monitor pupil outcomes in history and report to senior leaders

Monitoring and evaluation

The quality of provision in history is monitored and evaluated according to the annual school monitoring and evaluation plan.

Progression through the history curriculum in our school

	Rec	Y1	Y2	Y3	Y4	Y5	Y6	Y7 and beyond (KS3)
Chronology	We are learning to understand about my family over time We are learning about growing up over time	We are learning to know the timeline of types of transport We are learning to know the time and place of shopping through time We are learning to know the time and place of our local area	We are learning to know the time and place of important events in British history We are learning to know the time and place of some famous women through history We are learning to know the time and place of some significant international achievements	We are learning to know the time and place of the Stone Age in Britain We are learning to know the time and place of the Bronze Age and Iron Age in Britain We are learning to know the time and place of the earliest civilisations	We are learning to know the time and place of Ancient Greece We are learning to know the time and place of Roman Britain We are learning to know the time and place of Anglo Saxon Britain	We are learning to know the time and place of the Vikings in Britain We are learning to know the time and place of the Georgian and Victorian era We are learning to know the time and place of the Mayan civilisation	We are learning to know the time and place of the World War 1 and World War 2 We are learning to know the time and place of London post World War 2 We are learning to know the time and place of crime and punishment in Britain	We are learning to know the development of Church, state and society in Medieval Britain 1066-1509 We are learning to know the development of Church, state and society in Britain 1509-1745 We are learning to understand ideas, political power, industry and empire: Britain, 1745-1901
Cause, similarity, difference and significance		We are learning to explain ways that transport has changed over time We are learning to explain similarities and differences in shopping over time We are learning to explain ways that homes have	We are learning to explain 3 important events in the history of Britain We are learning to explain how women's rights have changed over time We are learning to explain how some famous women have	We are learning to explain how life changed from the Old Stone Age to the New Stone Age We are learning to explain how life changed for people from the Stone age to the Iron Age We are learning to understand how historians	We are learning to explain how have the Ancient Greeks influenced us today We are learning to understand the impact the Romans had on the way Britons lived We are learning to explain the impact the	We are learning to explain why the Vikings were successful invaders. We are learning to understand the impact of the industrial revolution on London We are learning to compare the Mayan civilisation	We are learning to understand the effects of World War 1 on Britain and Germany We are learning to explain how the effects of World War 1 contributed to World War 2 We are learning to explain the purpose of police in reducing crime	We are learning to understand the importance of Britain as the first industrial nation – the impact on society We are learning to understand about women's suffrage We are learning to understand the impact through time of the

		changed over time	influenced the world We are learning to compare the achievements of Christopher Columbus and Neil Armstrong	use evidence make deductions We are learning to explain some of the greatest achievements of the Ancient Egyptians	Romans had on Britain We are learning to understand how the Anglo Saxons influenced language in Britain We are learning to understand the influence of Anglo Saxons on religious beliefs We are learning to explain the influence of the Anglo Saxons on Britain.	with Stone Age Britain We are learning to explain whether the Mayans were an advanced civilisation	We are learning to explain how punishment of crime in Britain has changed over time	migration of people to, from and within the British Isles We are learning to understand a significant turning point: for example, the Neolithic Revolution
Local history		We are learning to understand how what shops looked like has changed through time We are learning to identify older and newer homes	We are learning to know the events of the Great Fire of London			We are to understand the difference between life for the rich and poor in Victorian London We are learning to understand the impact of the industrial revolution on London We are learning to understand the working conditions for children in Victorian London	We are learning to understand what life was like in London during the 1950's We are learning to understand the changes to life in London between the 1940's and 1950's.	We are learning about a study over time, testing how far sites in our locality reflect aspects of national history (some sites may predate 1066)

						We are learning to understand why people moved from rural areas to cities like London in the Victorian era		
British history	We are learning to know why we celebrate Bonfire Night	We are learning to understand how food has changed over time	We are learning to know the events of the Gunpowder Plot We are learning to explain the achievements of Emily Wilding Davison	We are learning to understand what stone circles, henges and barrows might have been used for We are learning to know who the Celts were and how they lived	We are learning to understand why the Romans wanted to invade Britain We are learning to understand the challenges the Roman's faced when invading Britain We are learning to understand why roads were so important to Roman Britain We are learning to understand how the Anglo Saxons settled in Britain We are learning to understand how Anglo Saxon Britain was ruled	We are learning to understand why the Vikings invaded Britain We are learning to explain how the Anglo Saxons and Vikings fought to rule England	We are learning to understand the problems Britain faced after World War 2 We are learning to know and understand the difficulties faced by the Windrush settlers We are learning to describe how crimes were punished up until the 19th Century We are learning to know key reforms to crime and punishment in British History	We are learning to understand the creation of the Welfare State We are learning to understand social, cultural and technological change in post-war British society We are learning to understand Britain's changing landscape from the Iron Age to the present
World history		We are learning to understand how space travel has changed over time	We are learning to explain why we have Remembrance Day We are learning to explain the achievements of Mary Seacole and	We are learning to understand what life was like in the Palaeolithic and Mesolithic periods We are learning to understand what life was like	We are learning to understand Athenian democracy We are learning to describe religious beliefs in Ancient Greece	We are learning to describe Viking religious beliefs We are learning to understand that Mayan life was hierarchical	We are learning to know the causes of the First World War We are learning to understand the causes of the Second World War	We are learning to understand the First World War and the Peace Settlement We are learning to understand the inter-war years: the Great

			Florence Nightingale We are learning to explain the achievements of Rosa Parks We are learning to explain the achievements of Martha Ricks We are learning to explain the achievements of Bessie Coleman and Amelia Earhart We are learning to explain the achievements of Christopher Columbus We are learning to explain the achievements of Neil Armstrong	in the Neolithic period We are learning to understand why metal was an improvement on stone for making tools and weapons We are learning to compare Stone Age and Iron Age homes We are learning to explain why the River Nile was so important in Ancient Egypt We are learning to understand the religious beliefs of people in Ancient Egypt We are learning to understand how and why the pyramids were built	We are learning to describe entertainment in Ancient Greece We are learning to know about architecture in Ancient Greece	We are learning to explain Mayan religious beliefs We are learning to explain how the Mayans were traders.	We are learning to understand how the Second World War ended	Depression and the rise of dictators We are learning to understand the Second World War and the wartime leadership of Winston Churchill

Department
for Education

History programmes of study: key stages 1 and 2

National curriculum in England

Purpose of study

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Aims

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed

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a = autumn
b = spring
c = summer

- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Schools are not required by law to teach the example content in [square brackets] or the content indicated as being 'non-statutory'.

Subject content

Key stage 1

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Pupils should be taught about:

- 1a+b+c changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life 1 b+c
- events beyond living memory that are significant 2a nationally or globally [for example, the Great Fire 2a of London, the first aeroplane 2a flight or events commemorated through festivals or anniversaries] 2a
- the lives of significant individuals in the past 2b+c who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people 2a and places in their own locality.

Key stage 2

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about: 3a + b

- changes in Britain from the Stone Age to the Iron Age

Examples (non-statutory)

This could include:

- late Neolithic hunter-gatherers 3a and early farmers, for example, Skara Brae
- Bronze Age religion, technology 3b and travel, for example, Stonehenge
- Iron Age hill forts: tribal kingdoms, farming, art and culture 3b

- the Roman Empire and its 4b impact on Britain

Examples (non-statutory)

This could include:

- Julius Caesar's attempted 4b invasion in 55-54 BC
- the Roman Empire by AD 42 and the power of its army 4b
- successful invasion by Claudius and conquest, including Hadrian's Wall 4b
- British resistance, for example, Boudica 4b
- 'Romanisation' of Britain: 4b sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity

- Britain's settlement by Anglo-Saxons and Scots 4c

Examples (non-statutory)

This could include:

- Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire 4b
- Scots invasions from Ireland to north Britain (now Scotland) 4c
- Anglo-Saxon invasions, settlements and kingdoms: place names and village life 4c
- Anglo-Saxon art and culture 4c
- Christian conversion – Canterbury, Iona and Lindisfarne 4c

- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor 5a

Examples (non-statutory)

This could include:

- Viking raids and invasion 5a
- resistance by Alfred the Great and Athelstan, first king of England 5a
- further Viking invasions and Danegeld 5a
- Anglo-Saxon laws and justice 4c
- Edward the Confessor and his death in 1066 5a

- a local history study 5b + 6b

Examples (non-statutory)

- a depth study linked to one of the British areas of study listed above
- a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) 5b + 6b
- a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.

6a+b+c

- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

Examples (non-statutory)

- the changing power of monarchs using case studies such as John, Anne and Victoria

6c

- changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century

4a+b

- the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day

5b

- a significant turning point in British history, for example, the first railways or the Battle of Britain

3c

- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China

4a

- Ancient Greece – a study of Greek life and achievements and their influence on the western world

5c

- a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. 5c

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History Assessment Statements
Year 1 **Name:**

Expected standard Year 1

Statements of assessment	February	July
Disciplinary knowledge		
I can place known events in the order of when they happened		
I can sequence events and recount changes within living memory		
I can use common words and phrases relating to the passing of time *eg. past, present, history*		
I can use simple sources of information to find out about the past *eg. drawings and photos*		
I can ask questions about the past		
Substantive knowledge		
I can explain how transport has changed over time		
I can explain how shopping has changed over time		
I can explain how homes and schools have changed over time in my local area		
I can identify some similarities and differences between transport in the past and present		
I can identify some similarities and differences between shopping in the past and present		
I can identify some similarities and differences between homes and schools in the past and present		

February assessment point **On track to** _____

July assessment point _____

History Assessment Statements
Year 2 **Name:**

Expected standard Year 2

Statements of assessment	**February**	**July**
Disciplinary knowledge		
I can use a wide vocabulary of everyday historical terms eg. past, present, history, important events, significant achievements, century		
I can explain how I have found out about the past		
I can ask questions about the past		
Substantive knowledge		
I can explain the events of the Gunpowder Plot		
I can explain why we have Bonfire Night		
I can explain the events of the Great Fire of London		
I can explain why we have Remembrance Day		
I can explain how some famous women made the world a better place *eg. Florence Nightingale, Mary Seacole, Emmeline Pankhurst and Marie Curie*		
I can explain some international achievements in history *eg. the achievements of Martha Ricks, Bessie Coleman, Amelia Earhart, Christopher Columbus and Neil Armstrong*		

February assessment point **On track to**_____

July assessment point _____

History Assessment Statements
Year 3 **Name:**

Expected standard Year 3

Statements of assessment	February	July
Disciplinary knowledge		
I can place events, objects and people from the period of history I am studying on a timeline.		
I can use some historical period vocabulary eg. prehistoric, Palaeolithic, Mesolithic, Neolithic, Bronze age, Iron age		
I can use common historical terms eg century, decade, BC/BCE, AD/CE, civilisation		
I can point out some similarities and differences between aspects of life at different times in the past.		
I understand how historians use evidence to make deductions		
I can ask relevant historical questions based on what I'm learning		
Substantive knowledge		
I can explain what life was like in the Palaeolithic and Mesolithic period		
I can explain what life was like in the Neolithic period		
I can explain how life changed in Britain from the Palaeolithic period to the Neolithic period		
I can explain why Bronze and Iron was an improvement on stone for making tools and weapons		
I can explain how life change in Britain from the Stone Age to the Iron Age		
I can explain what some of the greatest achievements of the Ancient Egyptians were		

February assessment point **On track to** _____

July assessment point _____

History Assessment Statements
Year 4 **Name:**

Expected standard Year 4

Statements of assessment	February	July
Disciplinary knowledge		
I can place a number of events, objects, themes and people from topics I have studied on a timeline.		
I can use some dates and historical period terms.		
I can identify primary and secondary sources of evidence.		
I can ask relevant historical questions based on what I'm learning		
Substantive knowledge		
I can explain about life in Ancient Greece		
I can explain the achievements of Ancient Greece and their influence on us today		
I can explain some of the challenges the Romans faced when invading Britain		
I can explain the impact that the Romans had on Britain		
I can explain what life was like in Anglo Saxon Britain		
I can explain who Alfred the Great was		

February assessment point **On track to** _____

July assessment point _____

History Assessment Statements
Year 5 **Name:**

Expected standard Year 5

Statements of assessment	February	July
Disciplinary knowledge		
I can place historical periods I have studied as well as information about my topic on a timeline.		
I can use dates and historical period terms accurately.		
I can compare sources of evidence to help me identify the reliability of information		
I can suggest some reasons why there are different accounts and interpretations of the past from sources of evidence		
I can ask relevant historical questions based on what I'm learning		
Substantive knowledge		
I can explain some reasons why the Vikings came to Britain		
I can explain how the struggle for Britain between the Anglo Saxons and Vikings was resolved		
I can explain why people moved from rural areas to London and other major British cities during the Industrial Revolution		
I can explain the difference between life for the rich and poor in Victorian Britain		
I can explain the importance of some key inventions of the Industrial Revolution		
I can explain what it was that made the Mayans and advanced civilisation		
I can explain some of the reasons why the Mayan civilisation ended		

February assessment point **On track to** _____

July assessment point _____

History Assessment Statements
Year 6 **Name:**

Expected standard Year 6

Statements of assessment	February	July
Disciplinary knowledge		
I can use a timeline to sequence local, national and international events as well as historical periods.		
I can describe and make some links between events, situations and changes within and between different periods		
I can evaluate the accuracy and usefulness of sources *eg. by looking at who wrote it, intended audience, purpose, when and where it was written*		
I can select, organise and use relevant information to produce structured work, making appropriate use of dates and terms.		
I can ask relevant historical questions based on what I'm learning		
Substantive knowledge		
I can explain how evacuation impacted daily life in Britain during World War 2		
I can explain how rationing impacted daily life in Britain during World War 2		
I can explain how air raids and the Blitz impacted daily life in Britain during World War 2		
I can explain how the creation of the NHS and welfare state changed life in Britain after World War 2 (1940s and 1950s)		
I can explain how immigration changed life in Britain after World War 2 (1940s and 1950s)		
I can explain how crime and punishment has changed over time in Britain (1000 AD – 1900 AD)		

February assessment point **On track to** _____

July assessment point _____