

<b>Curriculum Policy:</b>	<b>History</b>
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**Intent:**

Our primary school history curriculum aims to ignite a lifelong children's curiosity and comprehension of the lives of those who lived in the past. Across all key stages, we teach children a sense of chronology (across and within historical periods), and as a result, they build a sense of identity and cultural awareness based on their historical background. As a result, children learn to cherish their own and other people's cultures in modern multicultural Britain, and by examining how people lived in the past, they are better equipped to make their own life decisions today. Through a stimulating and inclusive learning environment, we strive to:

- Develop historical thinking skills
- Foster empathy and understanding
- Nurture a sense of identity
- Make connections to the present

**Implementation:**

At Cleves, all learning will start by recapping previous knowledge. This will be scaffolded to support children to recall previous learning and make connections. Teachers will model explicitly the subject-specific vocabulary, knowledge and skills relevant to the learning to allow them to integrate new knowledge into larger concepts. Learning will be supported through our rich and systematically sequenced curriculum that will allow children to understand Britain as a chronological narrative. Children will build a strong sense of chronology, allowing them to place historical events in order and understand the flow of time. Through inquiry-based learning, children will actively investigate the past through questioning, research, and analysis of primary and secondary sources. To gain historical perspective by placing their growing knowledge into different contexts and making connections between the past to; analyse relationships between different groups, discover the complexity of people's lives and the process of change and diversity of societies.

**Impact:**

Children will be able to talk confidently about the key historical skills they are being taught and how they are relevant to their lives in the present day. Children will be able to apply the skills they have used to a range of topics through time. They will use these knowledge and skills to consider their own identities and challenges of their time. Children will be able to sift arguments and have a critical perspective of their interpretation of the past.

**Equality, Diversity & Inclusion:**

All pupils will be given equal access to the entire history curriculum, including educational visits. Where required, pupils with SEND will be provided with additional support in order to fully engage with the curriculum. Where it is inappropriate for a pupil to participate in a specific lesson because of reasons related to any protected characteristics, the lesson will be adapted to meet the pupil's needs and alternative arrangements involving extra support will be provided where necessary. Our school has a vision for a curriculum that is diverse, encompasses a global context and is historically adept. Pupils at Cleves are consistently developing skills which enable them to succeed in a diverse world. Our curriculum represents the ethnic diversity of both our community and wider society. This has encouraged counter-story telling through 'Untold Stories'. Positive role models and achievements of people from a range of ethnicities are reflected in our curriculum. There is impactful inclusion of Black British History in order to diversify the curriculum so as to ensure that pupils feel inspired and therefore engaged in their learning.



Cleves Primary School recognises the importance of History education in teaching pupils in developing a coherent understanding of Britain's past and the wider world about the world around them. As a result, children learn to cherish their own and other people's cultures in modern multicultural Britain, and by examining how people lived in the past, they are better equipped to make their own life decisions today. This policy will ensure the school complies with the national curriculum and help pupils have a solid grounding in History. We educate children how historical events have influenced our lives now, as well as how to study these past events and so build inquiry, analysis, interpretation, and problem-solving skills.

**The National Curriculum for History outlines two main strands:**

Knowledge and Understanding of the Past: This strand focuses on developing children's historical knowledge through two key areas:

- History of Britain from the earliest times to the present day
- Significant aspects of the history of the wider world

Historical skills: This strand focuses on developing essential skills. Children need to engage with history effectively. These skills are developed progressively throughout their primary school years and include:

- Historical enquiry
- Using sources
- Cause and effect
- Comparing and contrasting
- Analysing sources
- Historical significance
- Research skills

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- DfE (2013) 'National curriculum in England: History programmes of study'
- DfE (2017) 'Statutory framework for the early years foundation stage'

This policy operates in conjunction with the following school policies:

- Educational Visits and School Trips Policy
- Health and Safety Policy

**Roles and responsibilities**

**The governing board will be responsible for:**

- Ensuring a broad and balanced History curriculum is implemented in the school.
- Ensuring the school's History curriculum is accessible to all pupils.

**The headteacher will be responsible for:**

- The overall implementation of this policy.

- Ensuring the school's History curriculum is implemented consistently.
- Ensuring appropriate resources are allocated to the History curriculum.
- Ensuring all pupils are appropriately supported.
- Appointing a member of staff to lead on the school's approach to teaching History.

**The History lead will be responsible for:**

- Preparing policy documents, curriculum plans and schemes of work for History.
- Reviewing changes to the national curriculum and advising on their implementation.
- Monitoring the learning and teaching of History, providing support for staff where necessary.
- Organising the deployment of resources and carrying out an annual audit of all History resources.
- Leading staff meetings and providing staff members with the appropriate training.
- Advising on the contribution of History to other curriculum areas.

**History teachers will be responsible for:**

- Acting in accordance with this policy.
- Liaising with the History lead about key topics, resources and supporting individual pupils.
- Ensuring that all relevant statutory content is covered within the school year.
- Monitoring the progress of pupils in their class and reporting this during ELT meetings.
- Reporting any concerns regarding the teaching of the subject to the History lead or a member of the SLT.
- Undertaking any training that is necessary to teach the subject effectively.

**The National Curriculum**

At Cleves, we run a mastery curriculum however we use the national curriculum for History as the basis for our curriculum planning. This means that all curriculum topics are developed in a progressive manner, with pupils building on past knowledge through the implementation of clear and unambiguous composite goals. Children learn and recall more through repetition, resulting in a thorough and secure understanding of the important components. Cleves strives to provide extraordinary lessons in which all children are expected to reach learning objectives and attain mastery. We realise that there are children with varying creative ability in all courses, and we provide appropriate pathways for all children to attain the learning aim.

These pathways include:

- Adaption
- Support
- Deepening Understanding
- Lowest 20% Toolkit

**Adaption:** is the altering or changing of the task so it is accessible for SEND children. The adaption of task should take into consideration the learning objective, stage of historical learning the child is at and barriers to learning a child may encounter.

**Support:** Support is any resource which may assist a pupil in achieving the learning objective. This may take the form of assistance from an adult (teacher or teacher or teaching assistant), a modelled example of what is needed to succeed in the lesson, textbooks, artefacts, photographs, guest speakers and field trips, to enhance pupils' learning experiences and bring history to life.

**Deepening Understanding:** To further enhance pupil's learning, children are encouraged to complete a task or a question related to the lesson to deepen their understanding; making connections to the present; to develop critical thinking skills using the knowledge and skills they have acquired during the lesson.

**Lowest 20% toolkit:** These are strategies aimed at the lowest 20% children in your class. They are strategies to enable children working within the lowest 20% to access and meet the demands of our mastery curriculum. These strategies include; Live Modelling, Support or scaffold, varied questions, setting the 'Bigger Picture', key vocabulary, 1:1 support, 1:2 support and carefully planned independent learning time.

### **Foundation Stage**

We teach History in Nursery and Reception classes as an integral part of the topic work covered during the year. As these classes are a part of the Foundation Stage of the National Curriculum, we relate the history side of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. History makes a significant contribution to the ELG objectives of developing a child's knowledge and understanding of the world through activities such as dressing up in historical costumes, looking at pictures of famous people in history or discovering the meaning of new and old in relation to their own lives.

### **Key Stage 1**

During Key Stage 1, pupils develop an awareness of the past, using simple words and phrase relating to the passing of time. Children will discover how life was different in the past by comparing it to how we live now. Children will be encouraged to ask questions about the past and answer them using stories and other sources. This will help them remember important things about what happened long ago. By the end of KS1, children will have a basic understanding of how the past is brought to life for us today.

### **Key Stage 2**

During Key Stage 2, pupils will build upon their existing knowledge to develop a deeper understanding of history. This includes: consolidating their understanding of historical timelines, identifying connections, differences, and trends across various periods. Pupils will learn to ask insightful questions about historical events, considering factors like change, cause, similarity, difference, and significance. They'll even develop the ability to formulate their own valid historical inquiries. Pupils will learn to critically analyse different sources that shape our understanding of the past and become adept at crafting well-informed responses using relevant historical information, carefully selected and organised.

To achieve this progression, teachers will use a combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

The curriculum encourages exploration of various historical periods, including:

- Changes in Britain from the Stone Age to the Iron Age
- The Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- A local history study
- Ancient Greece
- The achievements of the earliest civilisations

## **Assessment**

Assessment is an integral part of teaching and learning. We assess children's progress in History through a combination of written work, class and group discussions and quizzes. Key components are shared during each lesson so that children understand their learning journey. These components are manageable and lead on to a composite goal – the intended knowledge that children should have acquired.

We assess children's work by making informal judgements as we observe them during each history lesson. On completion of a piece of work, the teacher marks the work and comments as necessary. The assessment of children's work will enable children to reflect upon and celebrate achievement as well as help plan for progression, continuity and target setting for children.

During the fifth week of the term, children complete a bespoke quiz – assessing their understanding of the unit taught. Any misconceptions identified in these assessments are addressed immediately.

	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<b>Nursery</b>	<u>Family/Celebrations</u> <b>UW-</b> To celebrate and understand why festivals happen	<u>Growing/Food/Traditional Tales</u> <b>UW-</b> How things work- How flour came from mills in the past - Identify how they have changed and grown over time	<u>Changes Over Times/ History of Transport</u> <b>UW-</b> Identifying different types of transport - Identifying transports -Sorting transport into old and new - Look at boats/ships from the past compare to present day. -Discuss similarities and differences.
<b>Reception</b>	<u>Ourselves/Celebrations</u> <b>UW-</b> To talk about members of their immediate family	<u>Adventures/Superheroes</u> <b>UW-</b> To name and describe people who are familiar to them.	<u>Transport/All Around the World</u> <b>UW-</b> To look at modes of transport over time. Past/Present. -To compare and past and present. -Look at how beaches have changed over time. -To discuss favourite my memories of Reception
<b>Year 1</b>	<u>Past and Present</u>	<u>History of the Local area</u>	<u>History of London</u>
<b>Year 2</b>	<u>The Great Fire of London</u>	<u>Kings and Queens</u>	<u>Global figures and events</u>
<b>Year 3</b>	<u>Prehistoric: Archaeology</u>	<u>Stone Age to Iron Age</u>	<u>Ancient Egypt</u>
<b>Year 4</b>	<u>Ancient Greece</u>	<u>The Romans</u>	<u>The Anglo-Saxons</u>
<b>Year 5</b>	<u>The Vikings</u>	<u>The Norman Conquest</u>	<u>The Tudors</u>
<b>Year 6</b>	<u>Industrial Revolution</u>	<u>World War II</u>	<u>The Mayans</u>