



Aspiration and Achievement for All

History Policy 2025

Adopted by the Senior Leadership Teams of
New Road and Park Lane Primary and Nursery Schools

Aspire Learning Trust

on 16th June 2025

History Policy

The subject leaders for history are Miss Alegre (New Road Primary and Nursery School)

Miss Grainger (Park Lane Primary and Nursery School)

Aims and Objectives

The aim of history teaching is to stimulate the children's interest and understanding about the life of people who lived in the past. The aims of teaching history in our school are:

- To foster in children an interest in the past and to develop an understanding that enables them to enjoy all that history has to offer.
- To enable children to know about significant events in British history and to appreciate how things have changed over time.
- To develop a sense of chronological order from ancient to modern times.
- To know and understand how the British system of democratic government has developed and, in so doing, to contribute to a child's citizenship education.
- To understand how Britain is part of a wider European culture and to study some aspects of European history.
- To gain and deploy a historically grounded understanding of the abstract terms 'empire', 'civilisation', and 'conflict'.
- To have some knowledge and understanding of historical development in the wider world.
- To help children understand society and their place within it, so that they develop a sense of their cultural heritage.
- To develop key historical skills and concepts of enquiry, investigation, analysis, evaluation and presentation.

History Curriculum Planning

(Please also refer to the School's Curriculum Policy)

We use the national curriculum scheme of work for history as the basis for our curriculum planning in history and have related this to the local context. Our curriculum planning is in three phases (long-term, medium-term, and short-term). Revising and consolidating skills helps children to build upon prior knowledge before introducing new vocabulary and challenge. Provision for history activities is part of the overall topic planning completed for each class termly.

The subject leader for history oversees the curriculum coverage and ensures that requirements are met. We plan the topics in history so that they build upon prior learning. Children of all abilities have the opportunity to develop their skills and knowledge in each unit and, through planned progression built into the scheme of work, we offer them an increasing challenge as they move through the school.

Each unit of learning contains clearly defined knowledge that children will learn. In addition to what we would like the children to know we also provide opportunities for children to apply knowledge skilfully. This is detailed in our progression of skills document for history.

Curriculum Overview

The curriculum in the EYFS and Key Stage 1 is designed to engage our youngest pupils in topics of high interest and to deepen their understanding of past events, developing an early sense of chronological order and the significance of historical events on their everyday lives.

In Key Stage 2 - the abstract concepts of civilisation, empire, and conflict are explored in a systemic way in the contexts of the middle east and Eurasia; UK invasion and settlement; and British and European conflict.

| | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
|------------|--|--------|---|--------|---|--------|
| EYFS & KS1 | Local History:- Living Memory | | History: Beyond Living Memory | | History: Famous people | |
| EYFS | Ourselves: Baby, Toddler, Now! | | Old Toys | | Julia Donaldson | |
| Year 1 | Whittlesey Old and New Buildings The Butter Cross and the Old Fire Station. | | The Great Fire of London | | Mary Anning – Fossil Hunter | |
| Year 2 | Whittlesey High Street 'Then and Now'! | | Who was Captain Cook? How is he remembered? | | The space race: Neil Armstrong and Katherine Johnson | |
| KS2 | Ancient Civilisation and Empire | | Foundations of Great Britain | | Conflict | |
| Year 3 | The Ancient Egyptians: life and death rituals | | Roman Invasion and Settlement in Whittlesey | | The Iron Age - Romans v Celts | |
| Year 4 | The Ancient Greek Empire in Alexandria | | Collapse of the Roman Empire: enter the Saxons! | | What are the key events in the Wars of the Roses? | |
| Year 5 | The Roman conquest of Egypt | | Enter the Vikings: Settlement North and South of the Fens | | English Civil War in Cambridgeshire | |
| Year 6 | The beginnings of Islam | | Enter the Normans: 1070 The Sacking of Peterborough Abbey | | World War 2 – The Blitz, Evacuation and the Battle of Britain | |

Teaching

History teaching focuses on enabling children to think as historians. We place an emphasis on examining historical artefacts and primary sources. Where appropriate, children are given the opportunity to visit sites of historical significance. We encourage visitors to come into the school and talk about their experiences of events in the past. We recognise and value the importance of stories in history teaching and we regard this as an important way of stimulating interest in the past. We focus on helping children understand that historical events can be interpreted in different ways and that they are encouraged to ask searching questions.

We use the three components of an explicit teaching approach to ensure that all children learn in a clear and supported manner (see Teaching and Learning Policy).

Explicit teaching often follows the "I do, we do, you do" framework. This structured approach ensures that teaching progresses systematically:

1. **I do:** The teacher demonstrates a skill or concept, making their thinking process visible to the class.
2. **We do:** The teacher and students practise together, guided by the teacher.
3. **You do:** Students practise independently, applying what they've learnt.

Early Years Foundation Stage (EYFS)

We teach history in the EYFS as an integral part of the topic work covered during the year and we relate the history side of the children's work to the objectives set out in the Early Learning Goals. History makes a significant contribution to the ELG objectives of developing a child's knowledge and understanding of the world

Assessment for Learning Assessment for Learning

Assessment is regarded as an integral part of teaching and learning and is a continuous process. It is the responsibility of the class teacher to assess the progress of individual children. Assessment is built into history throughout the lesson. There is planned opportunity for day-to-day assessment against clear intended learning outcomes.

Assessment of Learning

Individual attainment in history is assessed by class teachers using our school marking policy, to maintain lesson by lesson feedback and understand next steps to be built on and where individual needs sit. Teachers will also use assessment sheets/quizzes at the end of each unit to give a basic assessment of what has been learnt.

Monitoring and Review

The history subject leader is responsible for monitoring the standards of the children's work and the quality of the teaching in history lesson. S/he is also responsible for supporting colleagues in their teaching, for being informed about current developments in the subject, and for providing a strategic lead and direction for history in the school.

After monitoring either the books or the medium-term planning, the subject leader presents the Headteacher with a report which evaluates strengths and weaknesses as well as indicating areas for further improvement. The subject leader also undertakes lesson observations, giving personalised feedback and pointers for improvements when required. This policy will be reviewed at least every two years

Review of the Policy

The policy will be reviewed within the cycle of the School Development Plan. Alterations and amendments will be incorporated into a revised policy based on the review.