



History Policy

March 2025

Review date: March 2026

Subject Leader: Nic Edwards

Statement of intent

At Beckers Green, we strive to excite and engage our learners through topics which are selected to enhance their cultural capital. Historically in our community, the experiences of our children have been isolated to their local environment, and it is therefore important that we seek to expand horizons within their school experiences. Our curriculum also includes many opportunities for children to understand the cultural importance of Braintree and its geographical and historical context.

We have used this knowledge of our pupils to create a curriculum that is ambitious for all and offers them learning that builds on prior knowledge and understanding. Topics and lessons are sequenced carefully to ensure opportunities to revisit and activate prior knowledge are optimised to support pupils in transferring information to their long-term memory.

Pupils with additional needs have their needs met through high quality teaching (which may include scaffolded tasks, appropriate support and challenge) or through individualised curriculums where necessary.

School aims

We teach history to:

- Fire pupils' curiosity about the past in Britain and the wider world
- Encourage thinking about how the past influences the present, including ancient civilisations
- Help students develop a chronological framework for their knowledge of significant events and people
- Foster a sense of identity and an increased understanding of pupils' own position in their community and the world
- Develop a range of skills and abilities – particularly those related to finding out about the past, explaining what happened, critically examining evidence and what people then and now think about what happened.

National Curriculum 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

'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.'

History National Curriculum 2014

Organisation

Our two-year rolling programme includes many history topics with opportunities for learning knowledge and skills.

History is taught using the school's topic-based approach to learning and topics are organised and sequenced to enable pupils to revisit prior learning and activate prior knowledge before learning new information.

- History lessons are blocked and taught together each term to immerse pupils in their learning and to offer opportunities to revisit, in order for them to transfer their skills and knowledge into their long-term memory.
- We enable pupils to have a full range of activities involved in learning History. Where children are to participate in activities outside the classroom, for example, a fieldtrip, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

Planning (including differentiation, inclusion and evaluation)

We carry out the curriculum planning in History in two phases: long term and short term. The long-term plan maps out the skills progression to be covered in each term for each key stage. The plans contain vocabulary, learning objectives and specific questioning to produce metacognition in the classroom. The short-term plan is devised by the class teachers to include the lesson's big question, key vocabulary, learning objectives and questioning. The lesson is delivered using the 5 part lesson structure that is used throughout the school.

At our school we teach History to all children, whatever their ability. Through our History teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National curriculum allows us to consider each child's attainment and progress against expected levels.

Resources

History resources are stored in topic boxes in the LKS2 corridor and upstairs in the resources room. Teachers are responsible for ensuring there are adequate resources for upcoming topics and identifying if additional resources are required. This should be highlighted to the subject leader with sufficient time for resources to be purchased if necessary.

Assessment, recording and reporting

Teachers assess children's work in History by making assessments as they observe them working during lessons. They record the progress that children make by assessing the children's work against the learning objectives for their lessons. Low stakes quizzing is devised by the teachers to coincide with the subject knowledge planners to show progression from beginning/ middle and end of subject block. Observations within the lessons, children's work in books and low stakes quizzing provide evidence for teachers to make a judgement about each child's attainment. Insights is used to record children's progress termly, assessing their attainment as beginning, within or secure in the band for their year group.

Monitoring

At Beckers Green we believe that the most effective way to monitor the impact of our History policy is to utilise and triangulate a broad range of moderating activities, involve our stakeholders, and apply these regularly, consistently, and robustly.

Through our annual Monitoring, Evaluation and Review cycle, we employ the following monitoring activities in History:

- Lesson observations and drop ins
- Data drop and subject leader data review: Using Insights we use the termly data to inform our planning and areas we need to develop or support
- Governor visits. As part of the Governors' Monitoring, Evaluation and Review cycle, lead governors in each subject, make regular visits to school to monitor progress towards the school development plan
- Pupil voice. Senior staff, subject co-ordinators and governors take regular opportunities to listen to the views of pupils in relation to their experience of History at our school and their feedback actively informs subject development through our curriculum action plan