



HISTORY POLICY

Revised: Summer 2021
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DEFINITIONS

The following terms shall have the following meanings for the purposes of this document:

the School	means Clifton All Saints Academy
SEND	means Special Educational Need and Disabilities
KPIs	means Key Performance Indicators
ELG	mean Early Learning Goals
EYFS	means Early Years Foundation Stage

The School believes that History fires the children's curiosity about the past in Britain and the wider world and plays an essential part in preparing them for living and working in the contemporary world. History is about real people who lived, and real events which happened in the past. Children are encouraged to consider how the past has influenced the present, and how this has influenced people's actions. Through History children develop the skills of researching and evaluating evidence, the knowledge of past events, civilisations and personalities and the concepts of chronology.

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.

The National Curriculum 2014

CURRICULUM INTENT

The intent of the History curriculum is to deliver a curriculum which is accessible to all and that will maximise the outcomes for every child so that they know more, remember more and understand more. As a result of this they will:

- Increase and develop their historical skills, concepts, knowledge and attitudes.
- Increase their understanding of the present in the context of the past.
- Develop and use their skills in enquiry, analysis, evaluation, and argument.
- Develop their interest in the past, arousing their curiosity and motivation to learn.
- Develop a sense of identity through learning about the past.

CURRICULUM IMPLEMENTATION

The teaching and implementation of the History Curriculum at the School is based on the National Curriculum and taught as mini topics to ensure a well-structured approach to this subject. The School implements a curriculum that is progressive throughout the whole school. The School has clearly mapped out the progression for teaching and learning as a school, so topics are appropriate for the age group and create maximum learning opportunities. Learning is a combination of light touch topics and in-depth studies to revisit and build on prior learning. Teachers plan lessons for their class using the School's own progression of skills document and the KPIs on Balance. Teachers use a range of schemes; including the Historical Association's and Hamilton Trust schemes to support their teaching

and planning. Children are encouraged to take an interest in the past, arousing their curiosity and motivation to learn. Lessons are planned so all children can succeed and make progress. SEND children are supported and the curriculum is differentiated so all children make progress and are challenged. Links between History and other curriculum areas are identified and often made. More detail can be found in the School's Curriculum Long Term Overview.

Early Years Foundation Stage

Children are given a secure grounding in the Prime Areas of Learning, ensuring they have a good foundation on which to build through the specific areas, including Understanding the World.

ELG: Past and Present

Pupils will:

- Talk about the lives of the people around them and their roles in society;
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
- Understand about the past through settings, characters and events encountered in books read in class and storytelling.

Key Stage 1

Pupils will build on the secure grounding in EYFS by learning about:

- Changes within living memory;
- Events beyond living memory that are significant nationally or
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.
- Significant historical events, people 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.

Pupils will revisit, extend and build on their prior learning by learning about:

- Stone Age to the Iron Age in Britain
- Roman Empire's impact on Britain
- Anglo-Saxons and Scots
- Viking and Anglo-Saxon struggle for the Kingdom of England
- Local history study
- Chronological knowledge of Britain beyond 1066
- Achievements of Ancient Egypt
- Ancient Greece
- An early Islamic civilization

CURRICULUM IMPACT

Children at the School are enthused and curious about History and the past. They develop a chronological framework of their knowledge of significant events and people. Children are confident to discuss and explore artefacts and sources of evidence coming to conclusions that they can communicate effectively with others. Through their History lessons they make good progress, building on a range of historical skills as they progress. They retain knowledge about key periods in History

they have studied in class. Most children reach age related expectations. History learning is celebrated and displayed in classrooms. Children use their History skills to enhance their learning in other subject areas.

ASSESSMENT

Ongoing assessments take place throughout the year. Teachers use this information to inform future lessons; ensuring children are supported and challenged appropriately. Attainment and progress towards the KPIs is recorded using Balance software. Teachers update this each term. This data is analysed to inform and address any trends or gaps in attainment. Attainment and attitude to learning in History is reported to Parents annually in school reports.

The curriculum overview can be found [here](#).