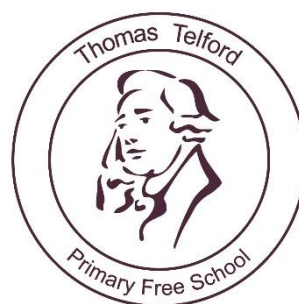


Thomas Telford Multi Academy Trust



History Policy

Redhill Primary Academy and Thomas Telford Primary Free School



Signed

A handwritten signature in black ink, appearing to read 'Dara Carroll'.

Mr Dara Carroll
Interim Chair of Governors
September 2025

“How do you know who you are unless you know where you’ve come from? How can you tell what’s going to happen unless you know what’s happened before? History isn’t just about the past. It’s about why we are who we are – and about what’s next “Tony Robinson

DEFINITION OF HISTORY

It is the study of the past, including understanding of Britain’s past and that of the wider world. It encourages children to develop a coherent chronological narrative from the earliest times to present day, drawing upon how people’s lives have shaped the nation. It also explores how Britain has influenced and has been influenced by the wider world. When exploring the history of the wider world, children consider the nature of ancient civilisations, the expansion of empires, characteristic features of past non-European societies, achievements and follies of mankind.

Children focus upon the ways in which evidence can be interpreted; the use of all forms of data and written accounts to investigate the past in depth and overview. Drawing their own conclusions from the evidence they have researched.

LEGAL REQUIREMENTS

In accordance with the Education Reform Act 1988, and subsequent Education Acts, we must provide History as part of the National Curriculum for all registered pupils. We must ensure that all pupils have equal access to the whole of the history curriculum throughout their time in school.

AIMS

- To develop an enquiry approach to history.
- To perceive history as a dynamic, creative and enjoyable subject.
- To develop the children’s natural questioning nature.
- To set the children challenges to answer questions that they have set themselves.
- To be confident in sharing their findings.
- To involve all members of the class through a number of media which would suit their learning.
- To cover all knowledge, understanding and skills of Britain’s past and the wider world set out in the NC throughout KS1 and 2.
- Have a broad view of the topics taught through a process of enquiry and evaluation.
- To build upon knowledge, understanding and skills learnt in previous years showing clear progression through the key stages.
- To use resources to enhance learning and enjoyment of learning as best we can.
- To encourage the children to learn through practical experience e.g. field trips, role play.
- To help children understand society and their place in it, developing a sense of cultural heritage.

PRINCIPLES

We should encourage the children to think as historians and ask questions about their past and to think for themselves ways of finding the information. Giving them a number of research options to use. We follow an enquiry-based approach following a cycle which encourage children to use a range of sources. Progression is ensured by mapping key concepts from EYFS to Y6 which children revisit and build upon. We could also model how we would research information.

We should give children the opportunity to experience history through a variety of experiences, including field trips, role-play, reading non-fiction and relevant fiction books ICT simulations and debates. This should also incorporate particular learning styles; ensuring that children have a variety available so that they are able to receive the maximum from each session.

We should ensure that our personal knowledge of the topic being taught is complete and that any queries that we can not answer are researched either with the children's help or at a later date.

We should ensure that the education requirements are both understood and met by the practitioners. Children develop throughout their time in primary school, and it is our job to provide provisions to extend and support their knowledge, understanding and skills. It is key to build upon what the children already know. This encourages a positive attitude towards learning and wanting to learn more.

A well-planned and organised history curriculum should allow the children to explore, experiment, plan and make decisions for themselves. This will help them to learn, develop and make effective progress. This approach also enables gifted children to excel in this subject.

We need to ensure that all children feel included, secure and valued when sharing their ideas. We feel that responding positively to a child's ideas will encourage them to push themselves further when they investigate another issue.

The use of display should be a key resource to both the practitioner as a teaching aid and to children as resources. Creating displays at the beginning of the topic and using them as a working wall enables this to happen.

Celebrating the children's work should be key to teaching the history curriculum for it encourages them to progress through questioning and researching. Thus, nurturing a child's natural instinct to find out why. Children's work should also be shared with parents/carers through our website, social media and drop in sessions.

No child should be excluded or disadvantaged because of his or her race, culture, gender, disability, special educational needs, gifted ability or home language.

Curriculum Intent

The schools value the importance of History in supporting children's understanding of the world around us and the events and people who have impacted and shaped how we live today. We recognise the importance of exposing children to this journey in order for them to recognise their own place in history and cultural heritage. Knowing and understanding more about key events, people and changes in history supports children in having a greater awareness and tolerance over how we live today. Within the history curriculum, our intent is to enthuse and develop children's own historical curiosity and questioning. We support children in the way they enquire, make decisions over the use of sources of evidence, analyse and draw conclusions through our enquiry cycle process. Our enquiry cycle embeds children's disciplinary knowledge through concepts such as change and continuity, similarity and difference and historical significance, as well as chronology. We aim to inspire our children to want to find out more about the world they live in.

We provide a curriculum which allows children to learn about history on a local, national, and wider world scale. We ensure there is clear progression of knowledge as well as skills across all strands of the national curriculum. Our curriculum incorporates opportunities for children to become hands on with history, using a range of sources of evidence, experiencing trips and welcoming visitors in order to enhance and bring to life events of the past. We provide opportunities for children to read a range of sources, stories, websites and ensure that library books are available for children to develop their cross-curricular reading. The substantive knowledge content we have selected has been carefully planned to ensure that children have ample opportunity to revisit existing knowledge and build new knowledge alongside this. In addition to this, the key concept of chronology is regularly revisited and embedded within our blocks by making carefully planned curriculum links across year groups and key stages. The curriculum is also carefully planned to ensure systematic progression through our chosen concepts and that links are made to key vocabulary and concepts from EYFS and through the primary phase. Our concepts are threaded throughout our blocks and displayed on our knowledge maps and organisers. Our concepts are: Invasion, Law, Nation, Conflict, Agriculture and Achievement. Democracy, Empire, Parliament, Monarchy whilst also having the final 2: migration and settlement and land use which overlap with Geography also. We aspire for our children to think like historians and to observe, collect and present data to support their viewpoints. We make purposeful cross-curricular links which supports children in their application of knowledge in a variety of different mediums.

It is intended that when children leave the schools, they will have developed a genuine curiosity over how the events of the past has shaped the nation and world in which we live in today. It is our intent that children are able reflect on changes throughout history and form their own opinions and interpretations which will continue to develop through KS3 and beyond. Through history, children are able to embed our whole school values e.g. respecting the sacrifices of others or the achievements of significant people or groups; having a responsibility as a global citizen that they have their own part to play in history and learning from history in the choices they made. Through the enquiry cycle, children develop their independence in the way they ask questions, make observations, draw conclusions etc.

Curriculum Implementation

The teaching and implementation of the History Curriculum is based on the National Curriculum ensuring a well-structured approach to the subject. Our history offer ignites children's natural curiosity as historians to make observations and draw on prior learning. We promote a culture of collaboration and an environment where children are not afraid to make predictions or ask questions.

Detailed long and medium planning is in place to ensure engaging curriculum content and systematic revisiting of key concepts and bodies of knowledge to deepen learning.

Throughout each block of study, teachers carefully plan to embed and assess the children's knowledge through the use of a range of retrieval strategies. These include extended writes, quizzes, knowledge organisers and self and peer assessment. We ensure application of knowledge in various contexts, adapting lessons where necessary so that children develop schemas and both substantive and disciplinary knowledge is stored in the long-term memory.

Our detailed units of work and lesson plans follow our school humanities enquiry cycle which supports children in developing well embedded disciplinary knowledge. It does this by systematically and frequently putting the children in situations where they have to ask questions, exploring sources of evidence and draw conclusions to support their future thinking.

Assessment takes place throughout each unit of work and teachers track progress and attainment against the National Curriculum expectations and the knowledge and skills progression documents. Teachers use this information to inform future lessons; ensuring children are supported and challenged appropriately. AFL is carried out at the start and end of blocks to ensure progression of substantive and disciplinary knowledge. AFL tasks are also used throughout blocks to monitor and address any misconceptions. Retrieval practise tasks are used at the start of every lesson as well as referral back to the key vocabulary and concepts.

The children's achievements are celebrated on their End of Year report to parents. Here judgements are made on their effort, achievement, and progress within history.

Children in Foundation Stage have their progress tracked using the EYFS curriculum. Age related expectation levels are reported to parents at the end of the reception year.

Curriculum Impact

By the end of each key stage 2, pupils will:

- know, apply, and understand the matters, skills and processes specified in the relevant National Curriculum programmes of study.
- have a deep understanding of the Redhill Primary Academy humanities enquiry cycle so that they have secure disciplinary knowledge to equip them to learn well when they encounter new knowledge in Key Stage 3 and future learning

- have a coherent knowledge and understanding of Britain's past and that of the wider world because they have regularly revisited our key concepts across a range of contexts and well sequenced units of work.
- demonstrate a deep understanding of chronology and how time period link and change.

ROLE OF THE CO-ORDINATOR

The responsibility of the history curriculum leader is to:

- Take a lead in policy and the development of a scheme of work to ensure progression and continuity throughout the school.
- To monitor progress through classroom observations and the monitoring of work done and advise the Headteacher on action needed
- To take responsibility for upkeep and storage of resources.
- To keep up to date with developments in the teaching of history and relate information to colleagues.
- To communicate all developments in the subject, e.g. through staff meetings, distributing information, and using noticeboards.
- To liaise with relevant organisations regarding the subject, e.g. advisory teachers, inspectors, QCA, Historical Associations, libraries.

GUIDELINES

Organisation of time

Our aim is to teach 1 hour of history per week however, when working in teams to build our medium-term plan, the history topic is often a driver within other areas of the curriculum, and we make valuable links within other subjects. As well as links within other areas, we hold theme days and trips to engage and inspire the children.

Organisation of work

Children's work is recorded within their history books. Where appropriate cross-curricular links will be referenced in other books. In addition to their history, work may also be recorded using the working wall or learning journal.

Planning

Planning for history takes place within each team in school following our whole school overview. Teachers use the unit overviews outlined by the co-ordinator to take into account the current level of development and where children need to progress to for their next step, making links to substantive and disciplinary knowledge.

Our school long-term plan outlines which content areas each year group needs to cover, making links to different concepts in order to build upon knowledge and link to chronology. Alongside each unit of work, there is a knowledge organiser which is used as a teaching tool and to support children in knowing and remembering key facts, dates, people. The unit overviews can also be used to support new members of staff, teachers moving into that year group in understanding the key knowledge the children need to know.

Progression and continuity

The school offers opportunities for children to develop their skills, knowledge and understanding by building upon what they can already do through the concept progression and also our AFL which tracks back to previous learning. This is achieved through using the unit overviews progression document written by the co-ordinator. It outlines each key element and states what should have been achieved at the end of each year group from nursery – Y6. Progressive timelines have also been developed and build upon previous learning.

Adaptive teaching

Children who have ILP targets need to be included in the planning of the activities, always taking into account how they will get the most out of the lesson. We recognise that the history curriculum needs to be accessible to all children, this is achieved in a number of ways:

- The amount of input given when supporting learning.
- The amount of time given to achieve a target.
- The expectations of outcome may differ.
- How the environment is organised; using pairs to support reading, small group to encourage interaction.
- Use of scaffolds and prompts.
- Through the use of questioning.

Assessment

At the start of each unit, children are encouraged to share what they already know. This is a useful resource for the teacher to see where the child needs to go to make progression and a change to address misconceptions. It also enables the teacher to draw upon the knowledge and skills that need to be developed throughout the unit in order for the children to make good progress. Teachers may use this as a basis for flexible groupings and collaborative work, enabling them to build upon a specific skill or area within their teacher guided sessions.

Throughout and at the end of the unit, children are given opportunities to reflect on and apply their learning through a variety of AFL tasks. For example, children may have decided upon a whole class outcome which they have been working towards producing the end of the block. Opportunities for children to retrieve knowledge is embedded within the block, teachers then use this as an opportunity to assess as well as embed knowledge into the long-term memory. As stated above, through AFL tasks, children are encouraged to 'say it better', sharing their new knowledge with teachers addressing misconceptions. Through AFL, children are also able to make links to previous topics/learning within time period, significant events or individuals they have learnt about.

Evaluation

After each session, the teacher reflects on the learning based on what happened in the lesson and work produced. Teachers will also refer to the unit overviews to develop children's knowledge and understanding. In some cases, parallel classes may adapt planning or add additional lessons to meet both the needs and path of interest that the children have.

Responding to the children's work.

Teachers will respond verbally to children's work within the lesson and if appropriate annotate work with a VF (verbal feedback) comment in their book. Throughout and at the end of the lesson, reference will be made to the success criteria. Once children have completed their work, the teacher comments on what the children have done and may move the child on through close the gap marking (CTG). This may not always be necessary as the next lesson may build upon this skill further and be referenced through the success criteria. Teachers use yellow highlighter over the LO and success criteria to show where it has been met. A green highlighter is used to draw attention to where a child has made a mistake, could expand, go back and have a look again – this highlighted section could have a teacher comment if appropriate. Children's work could also be displayed on the class knowledge map and used as a point of reference and resource for children to refer back to.

SEN

Children with special educational needs include those pupils who require intervention and resources that are additional to or different from those provided as part of the school's usual differentiated curriculum (See SEND in the curriculum document).

It is recognised that some children have special needs other than learning difficulties. These may include physical needs, behavioural and emotional needs. In addition, we recognise that there are high attaining children who also require additional or different intervention in the form of an extended and enriched curriculum. These children are taken into consideration when teaching of each session commences by their class teacher who will make adjustments to the session to meet their needs.

If there is a specific target that the child has on their ILP which ties into the session, then the teacher will support the child so that they may achieve or begin to work towards their target. For further information see the SEN Policy.

EQUAL OPPORTUNITIES

All children, regardless of colour, culture, origin, sex or ability, are given opportunities to participate in history. They are given access to a broad and balanced programme of activities which allows them the opportunity to meet national expectations. See Equal Opportunities Policy.

ICT

It is our aim to include the use of ICT wherever possible. This is done through ICT being used as a teaching resource and creating Active Primary boards to support the input of the lesson. When selecting information for historical enquiries, the internet is used. The children are shown how to use search engines to narrow their searches effectively. They also have access to a book of useful websites to aid their research.

Children are encouraged to present their work in a variety of ways, creating websites, blogs, PowerPoint presentations or using a desktop publisher package to word process their findings.

RESOURCES

Resources for each topic are stored in a box. These resources have been built up over the years and are chosen to directly support the objectives of each topic. Teachers take these boxes into their classrooms when they are teaching that particular topic. The teaching of each history topic is timetables between each year group so that resources can be shared equally.

Each box of resources has a catalogue card inside the box. There is also a copy kept on the computer, which can be added to when needed. These catalogues act as an inventory and are updated onto hardcopy when necessary. It is the responsibility of each teacher using the resources to ensure that all of the resources are returned at the end of each topic.

We also draw upon the knowledge and expertise within our staff, parents and wider community by asking people to come and speak to the children, sharing experiences or resources.

REVIEW DATE

Assessment and recording procedures are reviewed regularly to ensure that they are working and workable. Review of our long-term and medium-term schemes of work will be undertaken and evaluated as they are completed so those which work particularly well can be recognised.

The history policy is reviewed at intervals and was last reviewed in January 2025