



Learning Together, Success Forever

Whole School Policy for History

Written: January 2025

To be reviewed: January 2026

Signed _____ (Chair of Governors)

Signed _____ (Head teacher)

1. The intent of the history curriculum

At Manor Park, we strive to inspire our children to become young historians who are curious about Britain and the wider world's rich and exciting past. The breadth of our high quality history curriculum is shaped by the drivers we feel are pertinent to our children's and families' backgrounds, beliefs and values and reflect out locality (Calverton and Nottinghamshire). Our Manor Park vision and values have also been woven into our history curriculum as we aim for all the children to display these values in all aspects of their lives.

We are ambitious with the knowledge, skills and opportunities that we provide the children. All staff aim to equip each child with the vital background knowledge required to ask perceptive questions, think critically, weigh evidence, sift arguments and to develop perspective and judgement. This then ensures that each child gains the knowledge they deserve in order to play an integral part of their community. Furthermore, we aim for pupils to understand their place in the world, and in the long story of human development and how our lifestyles have changed. Our study of history challenges pupils to make sense of the striking similarities and vast differences in human experiences across time and place.

We intend for pupils to relate previous learning to their current studies in order for their knowledge of the past to be strong and meaningful. Knowledge is generative, it enables future learning. As such, our curriculum planning allows pupils to gain a progressively deeper understanding and competency as they develop upon their historical knowledge and skills.

2. The implementation of the history curriculum

➤ Meeting the aims of the National Curriculum

To ensure high standards of teaching and learning in history, we implement a curriculum that is progressive throughout the whole school which enables all children to gain real-life historical experiences, skills and understanding. Planning in school is structured systematically and has been tailored to the needs of our children and to reflect our locality.

Our history curriculum focuses on knowledge and skills stated in the National Curriculum which provides a framework outlining the knowledge and skills taught in each year group and Key Stage.

We ensure that all pupils make progress in history by developing:

- their knowledge about the past ('substantive knowledge');
- their knowledge about how historians investigate the past, and how they construct historical claims, arguments and accounts ('disciplinary knowledge').

Please refer to the History skills ladder to see progression in skills.

➤ Learning sequence and repetition

- Teachers know their children's prior learning, and are mindful of their own end points in relation to the expectations contained in subsequent years. A coherently planned and sequenced set of lessons is taught using our progression of knowledge and skills document which consistently builds on previous understanding to embed key concepts in the long-term memory (please refer to long term and medium term planning).
- This repetitive approach ensures that historical concepts are weaved throughout every year group in order to encourage purposeful repetition to ensure the progressive development of historical concepts, knowledge and skills. Prior knowledge makes abstract ideas more meaningful to pupils, and therefore easier to comprehend and learn.

- Children have opportunities to revisit, apply and extend what they have already covered to ensure that learning is both cumulative and permanent. We believe that this is the best way for children to develop the knowledge and skills needed for mastery of a subject.

➤ **In each history unit we aim to:**

- An enquiry question that drives the learning and skills throughout each unit of work.
- An exciting hook which instantly engages the pupils in their learning.
- A cross curricular approach, which is often employed, providing opportunities for reading, writing and maths as well as dance, drama, art and music, allowing pupils to assess the significance and impact of a person, event or period.
- Timelines and chronology being incorporated effectively and purposefully within a historical unit to develop a secure chronological understanding.
- Appropriate use of artefacts and sources to inspire a curiosity and enquiring mind about the past, providing opportunities to assess continuity and change throughout history.
- Pupils will ask questions to deepen their understanding of the causes and consequences of events, decisions and developments and assess the impact this had on society.
- Teachers will reference previous learning so that a better understanding of the historical context can be gained and pupils can make similarities and differences.
- Pupils consider why events took place and why individuals acted in a particular way.

➤ **The language of history**

Teachers have high expectations of children to use discussion to further learning. Children are increasingly expected to give precise explanations, using technical and historical terminology appropriately. Teachers model this practice, using the correct language within all learning (see medium term planning for key vocabulary for each unit of work).

Each unit is started with a Knowledge Organiser where children have access to key vocabulary and concepts in order to understand and readily apply their skills in a purposeful context. The promotion of a language rich history curriculum is essential to the successful acquisition of knowledge and understanding in history.

➤ **History in the Early Years (EYFS)**

In Nursery and Reception, all children are taught history as an integral part of the learning covered during the academic year. All historical objectives within the EYFS are underpinned by the objectives within Development Matters. The history curriculum in the EYFS enables children to:

- Talk about past and present events in their own lives and in the lives of family members.
- Know that other children don't always enjoy the same things, and are sensitive to this.
- Know about similarities and differences between themselves and others, and among families, communities and traditions.

In planning and guiding children's activities, our teachers constantly reflect on the different ways that children learn and this is seen in their practice. It allows the teaching staff to provide all children with rich historical opportunities through playing, exploring and active learning.

Children are continually encouraged to make meaningful connections in their learning.

3. **The Impact of the History Curriculum**

The impact and measure of our History curriculum is to ensure that children at Manor Park are equipped with historical knowledge and skills that will enable them to be ready for the curriculum at Key Stage 2 and for life as an adult in the wider world.

By the time the children at Manor Park leave our school, they should have developed:

- A secure knowledge and understanding of people, events and contexts from the historical periods covered.
- The ability to think, reflect, debate, discuss and evaluate the past, forming and refining questions and lines of enquiry.
- The ability to think critically about history and communicate confidently.
- The ability to consistently support, evaluate and challenge their own and others' views.
- A passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways.
- A respect for historical evidence and the ability to make critical use of it to support their explanations and judgements.
- A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of topics.