



# Ireby Church of England Primary School

## History

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Signed by:

\_\_\_\_\_  \_\_\_\_\_ Head Teacher

Date: January 2026

Next review date: January 2028 or sooner if required

School Governance:

Responsibility of the school leadership

## **Christian vision: 'Created to do Good' Ephesians 2:10**

At Ireby, we are dedicated to creating a loving community for all, where all are celebrated as unique individuals and where passions and talents can flourish. We learn how God teaches us how to live our lives, how to grow relationships, accept others and use the words and example of Jesus as a foundation for all our learning.

Our history curriculum supports our children's academic, social and spiritual development through studying a rich history curriculum. It supports our pupils to experience Britain's past and that of the wider world. It inspires pupils to develop their curiosity - to know more about our world, to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.

Our history curriculum helps pupils understand the complexity of peoples' lives, the process of change, the diversity of societies and relationships between different groups, their own identity and reflect on the challenges of their time.

### **Our Aim**

To build children's history skills and knowledge towards specific '**end points**' at each key stage of their learning, and commit this learning to their long-term memory, enabling them to know more and do more and fulfil our Christian vision of being healthy, active citizens who can contribute positively to making our world a better place both during their time at Ireby and beyond.

### **Definition of history:**

Historians such as EH Carr, have debated the question: 'What is history?' for many years. The word history is derived from Ancient Greek ἱστορία (historía) which means 'inquiry; knowledge acquired by investigation'. Historians broadly agree that it is the systematic study and documentation of the human past.

### **Our Intent:**

Our history curriculum aims to inspire pupils to be curious and creative thinkers who develop a complex knowledge of local and national history and the history of the wider world. We want pupils to have a deep knowledge and understanding of 'history' and how historians work.

Through our history curriculum, we aim to build an awareness of significant events and individuals in global, British and local history and recognise how things have changed over time. History will support children to appreciate the complexity of people's lives, the diversity of societies and the relationships between different groups.

Studying history allows children to appreciate the many reasons why people may behave in the way they do, supporting children to develop empathy for others while providing an opportunity to learn from mankind's past mistakes. Our history curriculum aims to support pupils in building their understanding of chronology in each year group, making connections over periods of time and developing a chronologically secure knowledge of history.

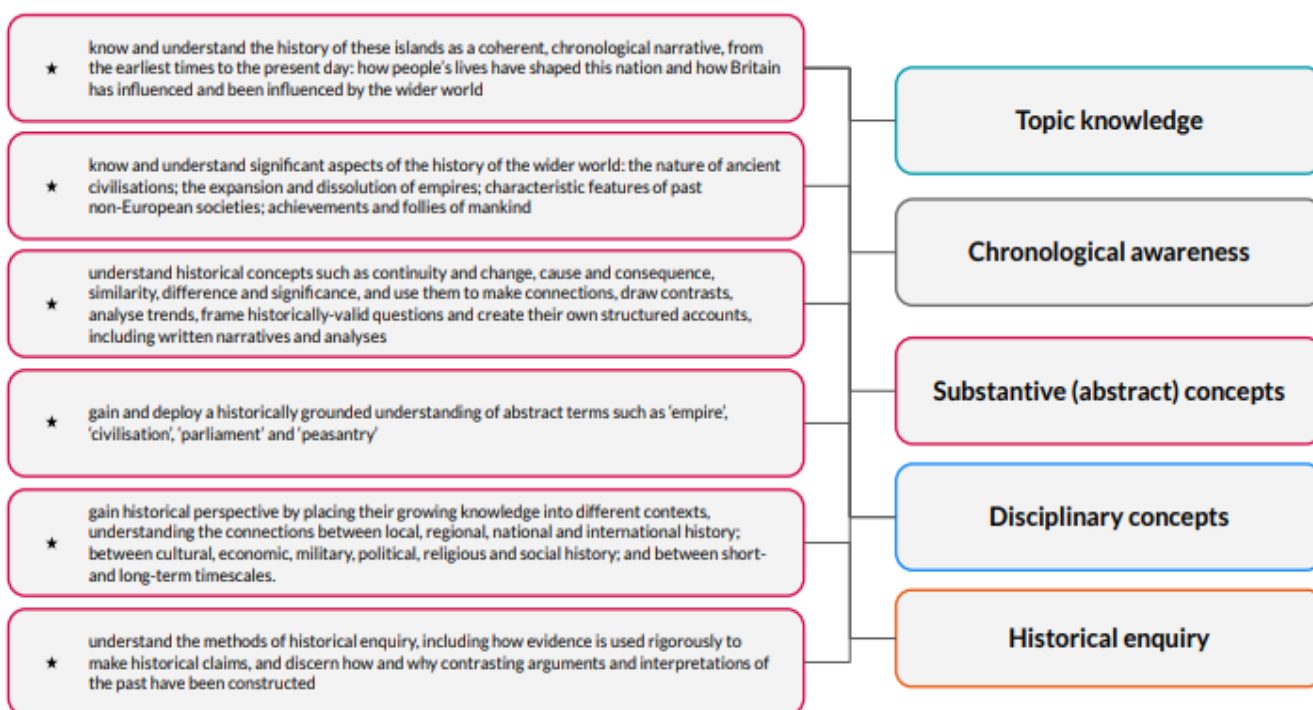
We hope to develop pupils' understanding of how historians study the past and construct accounts and the skills to carry out their own historical enquiries.

In order to prepare pupils for their future learning in history, our curriculum aims to introduce them to key substantive concepts including power, invasion, settlement and migration, empire, civilisation, religion, trade, achievements of humankind, society and culture. Our children will build their understanding of these concepts over time, gaining ever deeper knowledge.

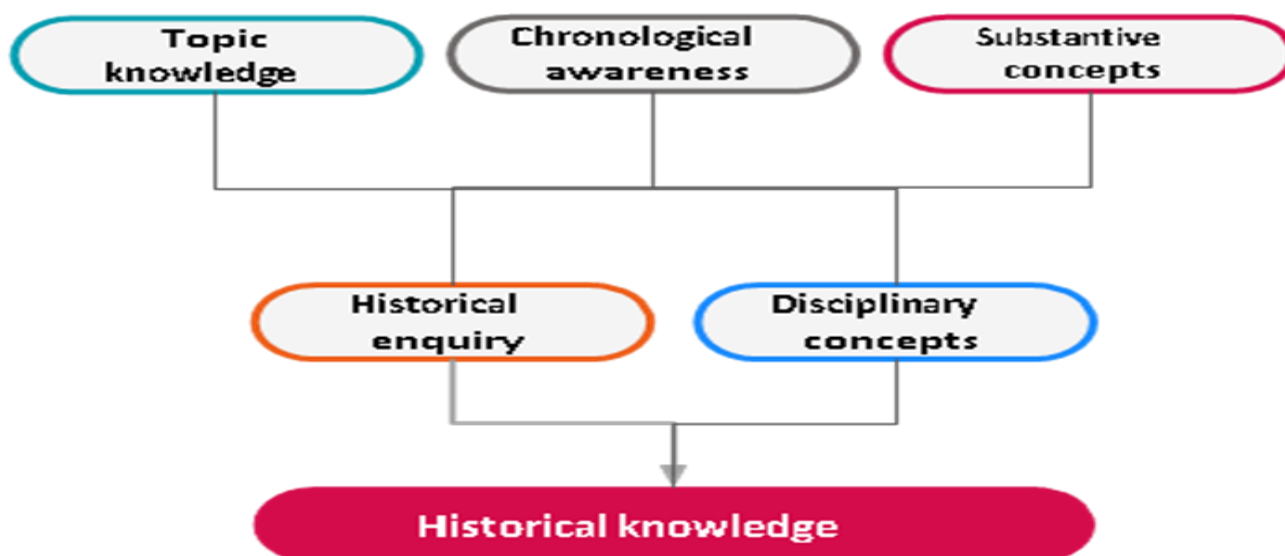
Our history curriculum enables pupils to meet the end of Key stage attainment targets in the National curriculum and the aims also align with those set out in the National curriculum.

### Implementation:

Our history curriculum fulfils the statutory requirements of the National Curriculum (2014). The National Curriculum for history aims to ensure that all pupils:

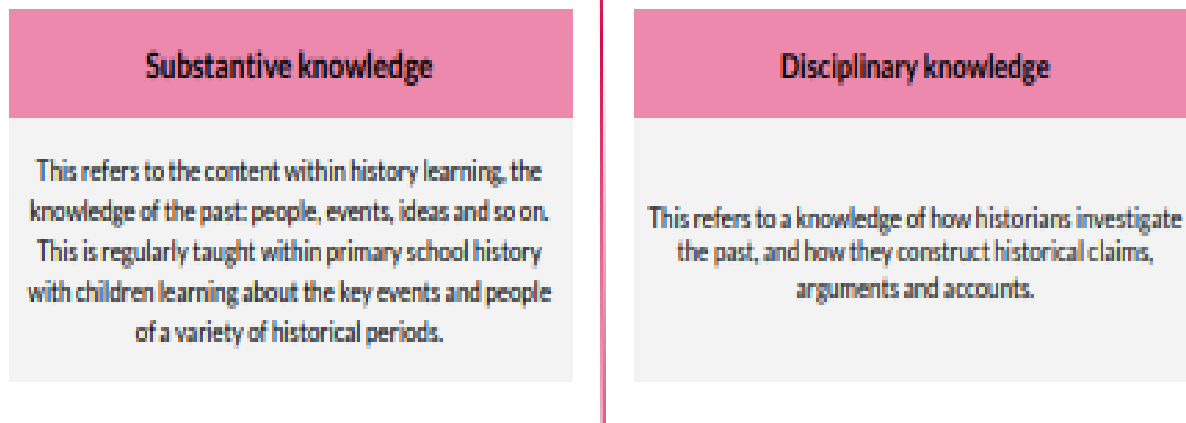


### How our curriculum is organised

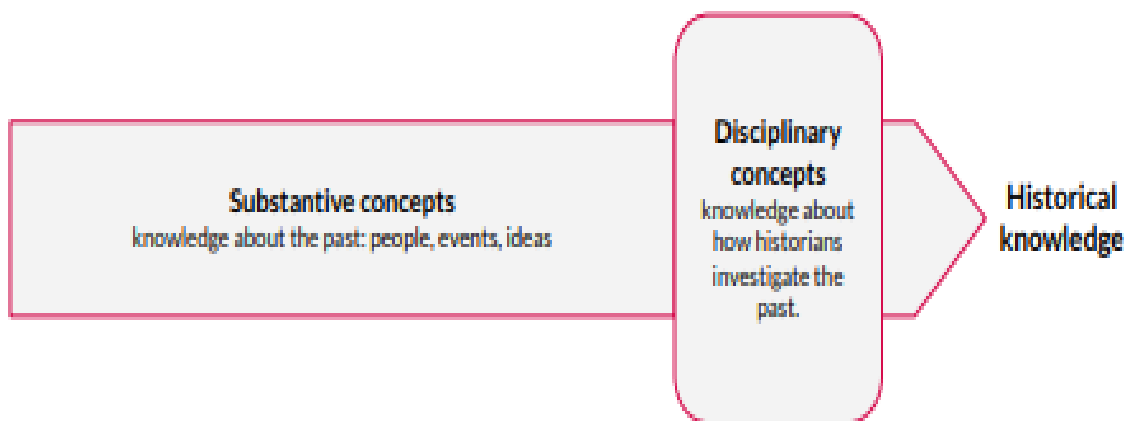


Our history curriculum emphasises the importance of historical knowledge being shaped by disciplinary approaches, as shown in the diagram above. These strands are interwoven through all our History units to create engaging and enriching learning experiences which allow the children to investigate history as historians do.

### Different types of knowledge in history



This diagram below shows the complex interplay between understanding substantive knowledge and disciplinary knowledge which is referred to in the Ofsted research review: 'knowledge of the past must be shaped by disciplinary approaches in order to become historical knowledge.' Our curriculum uses an enquiry-based model so that children learn key substantive knowledge using the disciplinary knowledge and methods that historians use to find out about the past.



### A Spiral curriculum

Our curriculum has been designed as a spiral curriculum with the following key principles in mind:

**Cyclical:** Pupils return to the same disciplinary and substantive concepts during their time in primary school.

**Increasing depth:** Each time a concept is revisited, it is covered with greater complexity.

**Prior knowledge:** Upon returning to each concept, prior knowledge is utilised so pupils can build on previous foundations, rather than starting again.

### How our curriculum is sequenced

## Our long-term plan

|         |           |  |  |   |
|---------|-----------|--|--|---|
| CYCLE A | EYFS      | Peak into the Past/ Adventures in time   |  |   |
|         | KS1       | How am I making history?   | How have toys changed?   | How have explorers changed the world?   |
|         | LOWER KS2 | British History 1 – Would you prefer to live in the Stone Age, Iron Age or Bronze Age? | British History 2 -Why did the Romans settle in Britain?                         | How different were the beliefs in Ancient Egypt?                              |
|         | UPPER KS2 | British History 5 – What was life like in Tudor England?                               | What did the Greeks ever do for us?  | The Sikh Empire   |
|         |           |  |  |   |
| CYCLE B | EYFS      | Peak into the past/ adventures in time   |  |   |
|         | KS1       | How was school different in the past?  | How did mankind learn to fly?  | What is a monarch?  |
|         | LOWER KS2 | How have children's lives changed?   | British History 3: How hard was it to invade and settle in Britain?              | How did the achievements of the Ancient Maya impact their society and beyond? |
|         | UPPER KS2 | What does the Census tell us about our local area?                                     | British History 6: What was the impact of World War II on the people of Britain? | Were the Viking raiders traders or something else?                            |

### EYFS and Key Stage 1

In Key stage 1, we have sequenced the learning to specifically develop pupils' conceptual understanding of the 'past' by first making it relevant to their own lives, then by looking at how life has changed over time in familiar contexts and finally by studying contexts which are likely to be new to them.

### EYFS

'Peek into the past' and 'Adventures through time', have been designed so that you can use them at any point throughout the year to tie-in with our current theme/topic. The activities help the children to reflect on memories and experiences from their own past and extend only to situations that will still be very familiar to their everyday lives.

### Key Stage 1

#### Cycle A

The first unit in cycle A, 'How am I making history?' supports pupils to develop an understanding of chronology by looking at their own lives and beginning to build an awareness that timelines extend back before they were born. The second unit, 'How have toys changed?' extends this understanding of chronology further into the past (and future) using an object- the teddy bear- which will be familiar to all children to help them develop their concept of time. With a more secure grasp of this concept, pupils can look at a context that will be less familiar to them in our 'How have explorers changed the world?' unit, which

will help them to begin developing an understanding of how the people and events of the past have shaped the world we live in today.

## **Cycle B**

'How was school different in the past?' the first unit in Cycle B gives pupils the chance to ask the question in the context of history that is familiar to them before comparing their childhood to childhoods in the past. The second unit 'How did mankind learn to fly?' continues to build historical skills and knowledge by first examining history within children's experience and then learning about important events in the past. The third unit, 'What is a monarch?' moves onto less familiar contexts, and in doing so, pupils begin to understand historical significance when considering how people and events of the past have impacted society.

Learning all six units across Key Stage 1, with a clear progression from concepts with children's experience towards less familiar concepts each time, ensures that all our pupils are prepared for the transition to Lower Key Stage 2.

## **Key Stage 2**

The National curriculum states that pupils should 'know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day', and so our British History units across Key stage 2 are sequenced chronologically to allow pupils to understand this narrative.

For world history, The Historical Association states that 'You don't have to teach topics in chronological order but need to relate the topics you teach to their chronological context', Our historical timeline, created by Kapow Primary, allows us as teachers to place all units in their chronological context, and in relation to pupils' prior learning in History.

## **Lower Key Stage 2**

### **Cycle A**

Cycle A starts by examining British history and the question, 'Would you prefer to live in the Stone Age, Iron Age or Bronze age?' It develops chronological understanding and examines the start of Britain's historical story. This progresses on to unit 2, and the introduction of the Romans in Britain. This unit continues to develop children's chronological understanding whilst developing the concept of invasion. The last unit in lower Key Stage 2, 'How hard was it to invade Britain?' continues to develop these more abstract substantive concepts including: power, invasion, settlement and trade.

### **Cycle B**

Cycle B starts with British history by investigating the changes in children's lives through time, children learn how children's spare time, health and work have changed. They explore the most crucial change – work – in more detail, learning about a day in the life of a working child and the significance of Lord Shaftesbury and his impact. The second unit, 'What did the ancient Egyptians believe?' comes next as we felt that pupils needed sufficient understanding of the history of the UK before they could compare and make connections

with other ancient civilizations.

Again, all units will be completed during children's journey through Lower Key Stage 2, and will prepare them for their journey through Upper Key Stage 2.

## Upper Key Stage 2

### Cycle A

Cycle A starts by studying British history and builds on children's understanding of power, invasion and trade in Lower Key Stage 2, where they studied the Vikings and asked the question 'Where the Vikings The British History unit 'What was life like in Tudor England?' is taught next, allowing an opportunity to revisit and build on the children's understanding of the chronology of British history.

### Cycle B

We have placed the local history unit 'What does the census tell us about our local area?' at the start of Cycle B before going on to study similar concepts in 'Unheard histories' is a transition unit preparing children for studying history at Key Stage 3, and so is the final unit.

Note that, in conjunction with our support scheme, Kapow, some units and therefore the sequence of units, are still to be produced and therefore, this will require updating before the end of 2023/24.

## How we develop substantive (abstract) concepts

Substantive concepts are key concepts, such as 'empire', 'monarchy', or 'invasion and settlement', which children learn about during their study of primary History. Substantive concepts are fundamental elements of children's historical knowledge, however they are abstract and therefore children may find them challenging to understand.

The 2021 Ofsted research review into history states that, to be able to use them confidently, **children need to have a secure knowledge of substantive concepts in different contexts.** Our curriculum recognises the importance of developing children's understanding of substantive concepts and consequently this is a strand which runs throughout our history curriculum.

Our progression of skills and knowledge document clearly demonstrates how these substantive concepts are developed throughout the primary curriculum.

Initially, in Key Stage 1 children will begin to develop their understanding of the substantive concepts of power and the achievements of mankind in 'How did we learn to fly? and What is a monarch?

In Lower Key Stage 2 and Upper Key Stage 2, they deepen their understanding of these concepts and others while learning to identify changes in meaning in different time periods and contexts. For example, the concept of monarchy evolves over time; during the reign of Henry VIII the monarch enjoyed absolute power whereas by the 20th century the power

of the monarch was devolved to the Government.



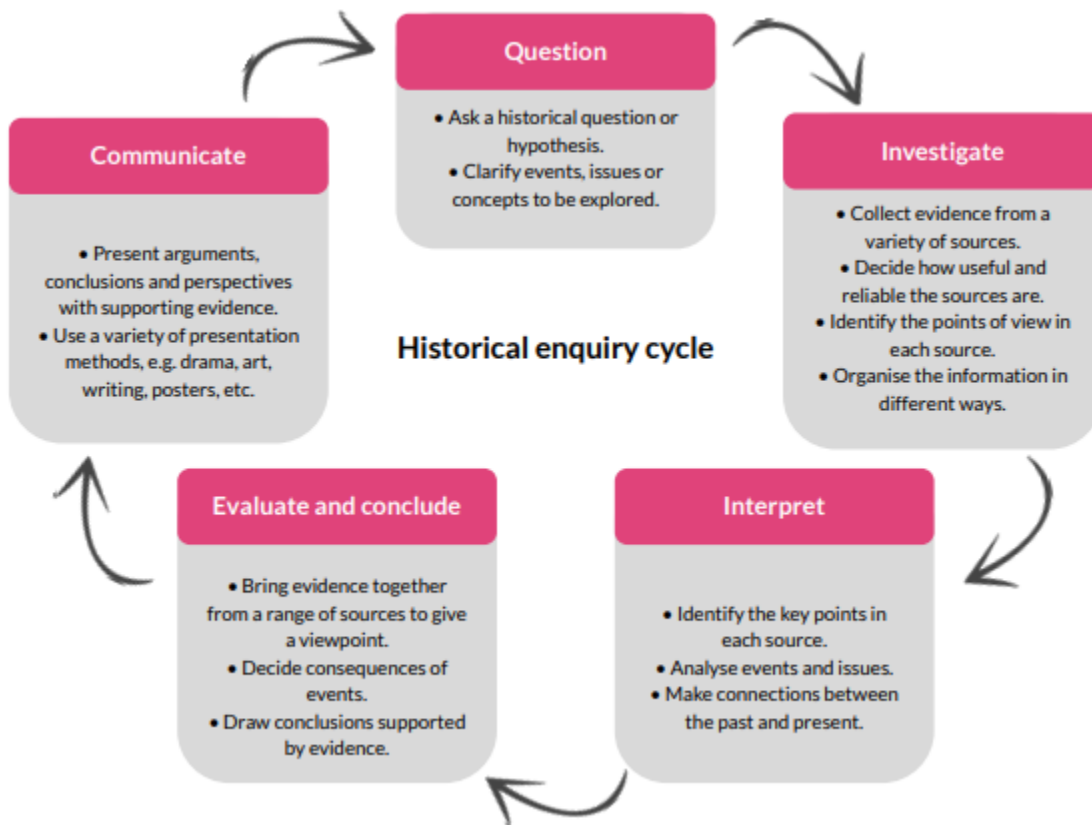
## How our curriculum develops Disciplinary knowledge

An understanding of the key disciplinary concepts which underpin the study of history supports the children in broadening their skills, knowledge and understanding.

| Change and continuity  | Similarities and differences   | Cause and consequence   | Historical significance   | Sources of evidence   | Historical interpretations   |
|--|--|---|---|---|--|
| Children identify and explain change and continuity across periods of history, focusing on chronology. They refer to the timeline throughout each unit, looking at sequencing, intervals between events and the duration of each key event | Children identify similarities and differences across periods of time. They will explain similarities and differences between social, cultural, religious and ethnic diversity in Britain across time periods and suggest reasons for these. | Looking into the reasons for, and results of, historical events and analysing these, children develop an understanding of cause and consequence. Children explain the reasons for and results of historical events, situations and changes. | Considering what makes events and people significant in their historical context and the present day, children compare significant people and events across different time periods and explain the significance of these. | Children use a range of different sources to investigate the past identifying whether they are primary or secondary sources. They use sources of evidence to build up a picture of the past and can identify the reliability and limitations in the sources they use. | Children will study how historians interpret the past and why events, people and changes were interpreted in different ways. They will learn to evaluate a range of historical interpretations, considering their reliability and quality. |

## How we develop Historical enquiry skills

Our curriculum allows our children to experience the processes historians use to find out about the past



## How we assess our history

### Formative assessment

Each lesson contains the 'Assessing progress and understanding' section which helps teachers to identify those pupils who are secure in their learning or working at a greater depth in each lesson. Each lesson has clearly identified outcomes and objectives which link to the progression across the unit. During lessons, teachers will ask questions and probe children's understanding. Teachers will work in accordance with our teaching and learning policy.

### Summative assessment

The disciplinary strands are assessed at the end of each unit. This requires children to draw upon their disciplinary knowledge to respond to an outcome task, such as the one shown here.

Each disciplinary concept is assessed at least once by the end of Key stage 1 and once by the end of Key stage 2 using historical enquiry skills. Summative sheets in children's books provide teachers with a record of summative assessment as evidence of progression from Key stage 1 to Key stage 2. We keep all children's books and assessments as a record of their progress throughout our school.

Substantive concepts and topic knowledge begin being assessed using an end of unit quiz in Year 2 Spring term and continue to be assessed throughout Key stage 2 units. These units also have formal written assessments available to assess substantive concepts.

## History in our EYFS

Our History Early Years Foundation Stage (Reception) activities are designed to target Development matters 'Understanding the world' statements and also fully integrated with our curriculum in Key stage 1 and 2 curriculum for History, offering a unified approach to teaching History in EYFS.

Clear progression between EYFS and Key stage 1 content can be seen by looking at our Progression of knowledge and skills document, where component knowledge and skills are outlined across our strands Substantive (abstract) concepts, Disciplinary knowledge, Historical enquiry) from EYFS (Reception) through to Year 6.

Our History EYFS (Reception) 'units' are not designed to be taught in a set order.

Instead, they feature flexible, small-step activities, allowing teachers to personalise lessons to include local history or to fit in with their chosen themes or topics. The activities have been designed for continuous provision. An adult will need to explain the outcome of the station at the beginning of the week, but after this, independent learning should be encouraged.

The activities are designed to foster a curiosity about history, prompting children to start asking questions about the past while referring to their own experiences.

Children begin to develop a basic understanding that when we refer to the 'past,' we are referring to events that have already happened and become familiar with some of the vocabulary we use to talk about the past (e.g. last year, last week, yesterday).

### Our curriculum outline:

#### EYFS

|               |  |  |
|---------------|--|--|
| <b>Unit 1</b> | <p><b><u>Peek into the past</u></b></p> <p>Opportunities for the children to reflect on memories and experiences from their own past and comment on images of familiar situations in the past. Children will look for similarities and differences between photos, images and objects from the past and present day.</p> | <p><b><u>Activity 1: Can you guess who?</u></b><br/>Studying their peers' baby photographs allows pupils to see that they have all changed over time and to use language about the past when describing these changes.</p> <p><b><u>Activity 2: Past and present</u></b><br/>Making simple observations, pupils decide whether photographs depict the past or not.</p> <p><b><u>Activity 3: My life timeline</u></b><br/>Creating a timeline, children develop an understanding of personal chronology.</p> <p><b><u>Activity 4: Toy box</u></b><br/>Observing a range of toys, children begin to recognise similarities and differences between the past and present.</p> <p><b><u>Activity 5: Spot the difference</u></b><br/>Comparing pictures from past and present, pupils identify some similarities and differences.</p> |
| <b>Unit 2</b> | <p><b><u>Adventures through time</u></b></p> <p>Children to compare and contrast characters from various stories set in the past, including historical figures. Children will identify similarities and differences between characters, enhancing their understanding of the past.</p>                                   | <p><b><u>Activity 1: Family tree</u></b><br/>Positioning images of children, parents and grandparents on a family tree to show who is older and younger.</p> <p><b><u>Activity 2: My achievement</u></b><br/>Recognising some interests and achievements from their own lives and the lives of their families and friends.</p> <p><b><u>Activity 3: Treasure box</u></b><br/>Recognising that kings and queens are usually important, powerful people who rule over others.</p> <p><b><u>Activity 4: Picture detective</u></b><br/>Using photographs and stories to compare the past with the present day.</p> <p><b><u>Activity 5: Transport through time</u></b><br/>Using photographs and stories to compare modes of transport from the past with the present day.</p>   |

## Key Stage 1

|                      |  |  |
|----------------------|--|--|
| <p><b>Autumn</b></p> | <p><a href="#">How am I making history? (6 lessons)</a></p> <p>Looking at personal chronology and finding out about the past within living memory, children examine photographs and ask questions. They begin to look at a simple timeline extending back to before they were born.</p>  | <p><a href="#">How was school different in the past? (6 lessons)</a></p> <p>Finding out that schools have been in the locality for a long time but they have not always been the same. Children look for similarities and differences and use a range of sources enabling them to recognise some continuity between their lives and the past.</p>  |
| <p><b>Spring</b></p> | <p><a href="#">How have toys changed? (6 lessons)</a></p> <p>Sequencing toys into a physical timeline, children investigate artefacts from the past and begin to pose questions. They learn how teddy bears have changed and 'interview' an old teddy bear before considering what toys may be like in the future.</p>   | <p><a href="#">How did we learn to fly? (6 lessons)</a></p> <p>Developing their knowledge of events beyond living memory, reinforcing their chronological understanding by looking at significant events in the history of flight on a timeline. Learning about the individuals who contributed to the history of flight.</p>                      |
| <p><b>Summer</b></p> | <p><a href="#">How have explorers changed the world? (6 lessons)</a></p> <p>Finding out about events and people beyond living memory, children focus on explorers and what makes them significant. They create a timeline and investigate which parts of the world were explored, before comparing exploration in the past with exploration today. Finally, they discuss ways in which these significant people could be remembered.</p> | <p><a href="#">What is a monarch? (6 lessons)</a></p> <p>Finding out the role of a monarch, children compare the monarchy today with the monarchy in the past. Pupils investigate how William the Conqueror became King and learn how he used castles to rule. They study different types of castles and consider how these evolved over time.</p> |

## Lower Key Stage 2

|                      |   |   |
|----------------------|---|---|
| <p><b>Autumn</b></p> | <p><a href="#">British history 1: Would you prefer to live in the Stone Age, Iron Age or Bronze Age? (6 lessons)</a></p> <p>Looking at the chronology of mankind from the Stone Age to today, children are introduced to Britain's story. Using archaeological evidence, children learn about the changes from the Stone to the Bronze Age and answer historical questions. Identifying the limitations of this type of evidence and reconstructing the life of the Amesbury Archer.</p>                                | <p><a href="#">How have children's lives changed? (6 lessons)</a></p> <p>Investigating the changes in children's lives through time, children learn how spare time, children's health and work have changed. They explore the most crucial change - work - in more detail, learning about a day in the life of a working child before learning about the significance of Lord Shaftesbury and his impact on schools and working conditions.</p>                           |
| <p><b>Spring</b></p> | <p><a href="#">British history 2: Why did the Romans settle in Britain? (6 lessons)</a></p> <p>Developing their chronological awareness of AD and BC, children investigate why the Romans invaded Britain and how the Celts reacted to the invasion. They learn how the Romans changed the way people lived their lives and how archaeological evidence is used to reconstruct the lives of the Romans. Comparing Roman life to today, children learn how the Romans still influence lives today.</p>                   | <p><a href="#">British history 3: How hard was it to invade and settle in Britain? (6 lessons)</a></p> <p>Developing their understanding of why people invade and settle, children learn about the Anglo-Saxon invasion and Viking raids. They learn about Anglo-Saxon beliefs and how christianity spread. They investigate Anglo-Saxon settlements and investigate how the period of Anglo-Saxon rule came to end.</p>  |
| <p><b>Summer</b></p> | <p><a href="#">What did the ancient Egyptians believe? (6 lessons)</a></p> <p>Developing awareness of how historians learn about the past using mummies, the Book of the Dead and pyramids, children learn the place of the ancient Egyptians in time. Pupils learn about the importance of religion in the ancient Egyptians' lives and consider how this is evident in pyramids, worship and mummification. They learn how the ancient Egyptians explained the existence of the world using their creation story.</p> | <p><a href="#">British history 4: Were the Vikings raiders, traders or settlers? (6 lessons)</a></p> <p>Extending their understanding of different societies, children learn about the Vikings. They develop their chronological understanding and learn about the struggle for Britain between the Anglo-Saxons and Vikings. Using new types of sources and historical enquiry techniques, pupils investigate whether the Vikings were raiders, traders or settlers.</p> |

## Upper Key Stage 2

|                      |  |  |
|----------------------|--|--|
| <p><b>Autumn</b></p> | <p><a href="#">British history 5: What was life like in Tudor England? (7 lessons)</a></p> <p>Comparing Henry VIII and Elizabeth I, children learn about the changing nature of monarchy. They learn how both monarchs tried to control the public perception of themselves using portraits and royal progresses. Using Tudor inventories to investigate whether people were rich or poor, children learn about what life was like for people living in Tudor times.</p>   | <p><a href="#">What does the census tell us about our local area? (6 lessons)</a></p> <p>Investigating local history during the Victorian period, children carry out an enquiry using the census, parish register, and factory records. They learn about the changes to the family over a period of time and suggest reasons for these changes, linking them to national events. Planning their own historical enquiry, they research a local family.</p>  |
| <p><b>Spring</b></p> | <p><a href="#">What did the Greeks ever do for us? (6 lessons)</a></p> <p>Through investigating the city states of Athens and Sparta, children identify the similarities and differences between them. Using different sources of evidence, they learn about democracy and compare this to the ways in which other civilisations are governed. Considering the legacy of the ancient Greeks, children learn about the Olympic games, architecture, art and theatre.</p>  | <p><a href="#">British history 6: What was the impact of World War II on the people of Britain? (7 lessons)</a></p> <p>Extending their chronological knowledge beyond 1066, children learn about how World War II changed British society. They learn about the different reasons why Britain went to war in 1939 and investigate the experiences of families during the Blitz. Using a range of sources which are new to them including video and photographs, children reconstruct the feelings of those living on the home front in World War II and consider how migrants helped the war effort.</p>   |
| <p><b>Summer</b></p> | <p><a href="#">How did the Maya civilisation compare to the Anglo-Saxons? (6 lessons)</a></p> <p>Extending their knowledge of civilisations, children compare and contrast the Maya to Britons at the time. They develop their chronological awareness of how the Maya fit into the timeline of mankind. Pupils learn about the achievements of the Maya and contrast to the experience of the Anglo-Saxons in Britain at this time. Deepening their understanding of the growth of empires, they also learn why the Maya Empire declined.</p> | <p><b>Option 1: <a href="#">Unheard histories: Who should go on the £10 banknote? (6 lessons)</a></b></p> <p>Investigating why historical figures are on banknotes, children learn about the criteria for historical significance. They participate in a tennis rally debate and create a video to explain why their historical figure was significant, before selecting a historical figure for the £10 note.</p> <p><b>Option 2: <a href="#">The Sikh Empire (6 lessons)</a></b></p> <p>Using a wide range of sources, children learn about the development of the Sikh Empire under the leadership of Maharaja Ranjit Singh and consider the people and beliefs that influenced him. They develop their understand of historical significance through studying his life. Pupils learn about the significance of Lahore as a trading hub and consider the lasting achievements of the Sikh Empire.</p> |

Implementation of history will be in-line with our [Curriculum intent, implementation and impact policy](#).

### Impact

The impact of our history curriculum is constantly monitored through both formative and summative assessment (see above). Every lesson we teach has a clear Learning Objective and success criteria against which assess. We use a variety of teaching strategies such as quizzing, questioning and feedback (see our teaching and learning policy) to inform our assessments.

After completing our history curriculum, our children leave school equipped with a range of skills which enable them to succeed in their secondary education. They will be enquiring learners who ask questions and can make suggestions about where to find the evidence to answer the question. They will be critical and analytical thinkers who are able to make informed and balanced judgements based on their knowledge of the past.

The expected impact of our history curriculum is that children will:

- Know and understand the history of Britain, how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.
- Develop an understanding of the history of the wider world, including ancient

civilisations, empires, non-European societies and the achievements of mankind.

- Develop a historically-grounded understanding of substantive concepts - power, invasion, settlement and migration, civilisation, religion, trade, achievements of mankind and society.
- Form historical arguments based on cause and effect, consequence, continuity and change, similarity and differences.
- Have an appreciation for significant individuals, inventions and events that impact our world both in history and from the present day.
- Understand how historians learn about the past and construct accounts.
- Ask historically-valid questions through an enquiry-based approach to learning to create structured accounts.
- Explain how and why interpretations of the past have been constructed using evidence.
- Make connections between historical concepts and timescales.
- Meet the relevant Early Learning Goals at the end of EYFS (Reception) and the end of key stage expectations outlined in the National curriculum for History at the end of Key stage 1 and 2.
- Reach all requirements of the National Curriculum (see endpoints below)

### **Timetabling and organisation**

EYFS and Key Stage 1 are taught in their class, Key Stage 2 are taught as Lower Key Stage 2 (Year 3 and 4) and Upper Key Stage 2 (Year 5 and 6). In Key Stage 1 and Key Stage 2, history is planned on a two-year rolling programme.

### **History End points**

Our history curriculum supports every child to reach a required 'end point' by the end of each Key Stage. These 'end points' reflect both the requirements of the National Curriculum 2014, and the needs of the children in our school context.

### **Key Stage 1**

#### **End points:**

Develop an awareness of the past, using common words and phrases relating to the passing of time.

Know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.

Use a wide vocabulary of everyday historical terms.

Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.

Understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Explain changes within living memory.

Explain events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]

Comment on the lives of significant individuals in the past who have contributed to national and international achievements, and can use these to compare aspects of life in different periods (for example, Elizabeth I and Queen Victoria)

Explain some significant historical events, people and places in their own locality

## Key Stage 2

### End points:

Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.

Understand connections, contrasts and trends over time and develop the appropriate use of historical terms.

Address and devise historically valid questions about:

Change, cause, similarity and difference, and significance.

Construct informed responses that involve thoughtful selection and organisation of relevant historical information.

Understand how our knowledge of the past is constructed from a range of sources.

## Monitoring and evaluation of effectiveness of this policy

The headteacher and history subject leader are responsible for monitoring and evaluating the effectiveness of this policy towards meeting our stated vision and aims. This will be achieved through:

| Activity                                       | Frequency  |
|--|--|
| Lesson observations                            | Our history leader will sample lessons during the year   |
| Book reviews                                   | Our history leader will review books once per term   |
| Pupil voice                                    | Samples on history during year   |
| Collecting and evaluating summative assessment | Termly<br>Teachers will review learning towards 'end points' and record data on Scholarpack for evaluation by the subject leader |

## **The role of governors**

Our governors determine, support, monitor and review the school's approach to teaching and learning. In particular they:

- support the use of appropriate teaching strategies by allocating resources effectively;
- ensure that the school buildings and premises are used optimally to support teaching and learning;
- check teaching methods in the light of health and safety regulations;
- seek to ensure that our staff development and our performance management both promote good-quality teaching;
- monitor the effectiveness of the school's teaching and learning approaches through the school's self-review processes, which include reports from the headteacher, senior leaders and subject leaders, and a review of the continuing professional development of staff.

## **Monitoring and review of this policy**

Senior leaders monitor the school's history policy so that we can take account of new initiatives and research or any changes in the history curriculum, developments in technology or changes to the physical environment of the school. We will therefore review this policy every three years or sooner if required.