



Ireby Church of England Primary School

History

Signed by:

_____ 

_____ Head Teacher

Date: September 26

Next review date: September 28 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 *ιστορία* (*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:

This section outlines the overall History curriculum plan, including its structure, sequencing and the specific knowledge and skills pupils are expected to acquire.

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 curriculum aims to build pupils' awareness of how history shapes identities, cultures and communities over time. The goal is to inspire them to become reflective, active citizens who can draw on historical understanding to make sense of the present and contribute thoughtfully to the future.

Our history curriculum is supported by Kapow which in turn supports teachers in developing their subject knowledge and skills, enabling them to confidently deliver engaging, well-informed lessons. The curriculum is designed to be both accessible and ambitious, ensuring all pupils' participation and achievement.

Statutory and non-statutory guidance

National curriculum

Our curriculum fulfils the statutory requirements for History outlined in the National curriculum (2014).

Ofsted research review

Our curriculum is based on principles outlined in [Ofsted's History research review](#).

New research and developments

Our curriculum, supported by Kapow, is continually evaluated and refined through regular curriculum reviews, internal audits and feedback from other schools.

Updates are informed by the latest subject-specific research, changes to National curriculum guidance and developments in pedagogy. This ensures the curriculum remains current, effective and relevant.

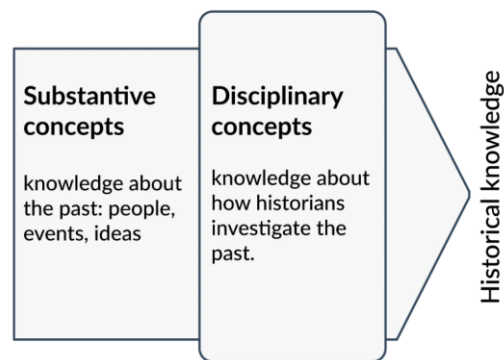
Broad and balanced curriculum

The five strands

Based on the aims of the National curriculum, the following five strands have been identified, which run throughout the History curriculum:

- Topic knowledge
- Chronological awareness
- Substantive (abstract) concept
- Disciplinary concepts
- Historical enquiry

The History curriculum has been planned with these strands running through each unit, ensuring balanced coverage of the different areas of History and both substantive and disciplinary knowledge.



Progression of skills and knowledge

The History: Progression of skills and knowledge document provides an overview of the skills and knowledge covered in each phase and strand. It explains how history skills and knowledge are developed to support pupils in reaching the key stage outcomes as outlined in the National Curriculum.

New learning is weighted toward the start of each key stage, allowing ample opportunity for it to be revisited and applied in later years. As a result, knowledge accumulation may appear heavier in some year groups than others.

Progression of vocabulary

Our curriculum's progression of vocabulary for history focuses on the essential words and terms for understanding the subject. These words are carefully selected to help pupils grasp concepts and ideas outlined in our history curriculum.

History vocabulary is categorised under four curriculum strands: Chronological awareness, Substantive (abstract) concepts, Historical enquiry and Disciplinary concepts.

Spiral curriculum



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

Cyclical – pupils return to the key knowledge and skills again and again during their time in primary school.

Increasing depth – each time a skill is revisited, it is covered with greater complexity.

Prior knowledge – pupils build upon previous foundations rather than starting again.

Broadening horizons

The process of broadening horizons starts with familiar contexts, such as the pupils' personal history, and then gradually expands to more distant perspectives.

This approach helps pupils build on their existing knowledge and recognise their position in broader timelines.

Types of knowledge

Knowledge is defined differently depending on the subject in question. Ofsted's History research review helps to define History knowledge as:

- Disciplinary knowledge
- Substantive knowledge

Disciplinary knowledge

Ways of knowing: Pupils gain knowledge of the subject as a discipline, considering how historical knowledge (such as the substantive knowledge they study) originates through historical enquiry and interpretation.

Substantive knowledge

Knowing about: Substantive knowledge refers to the content learners gain through studying the History curriculum: the established knowledge about the past, including events, people, societies and the processes of change and continuity that have shaped them.

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.



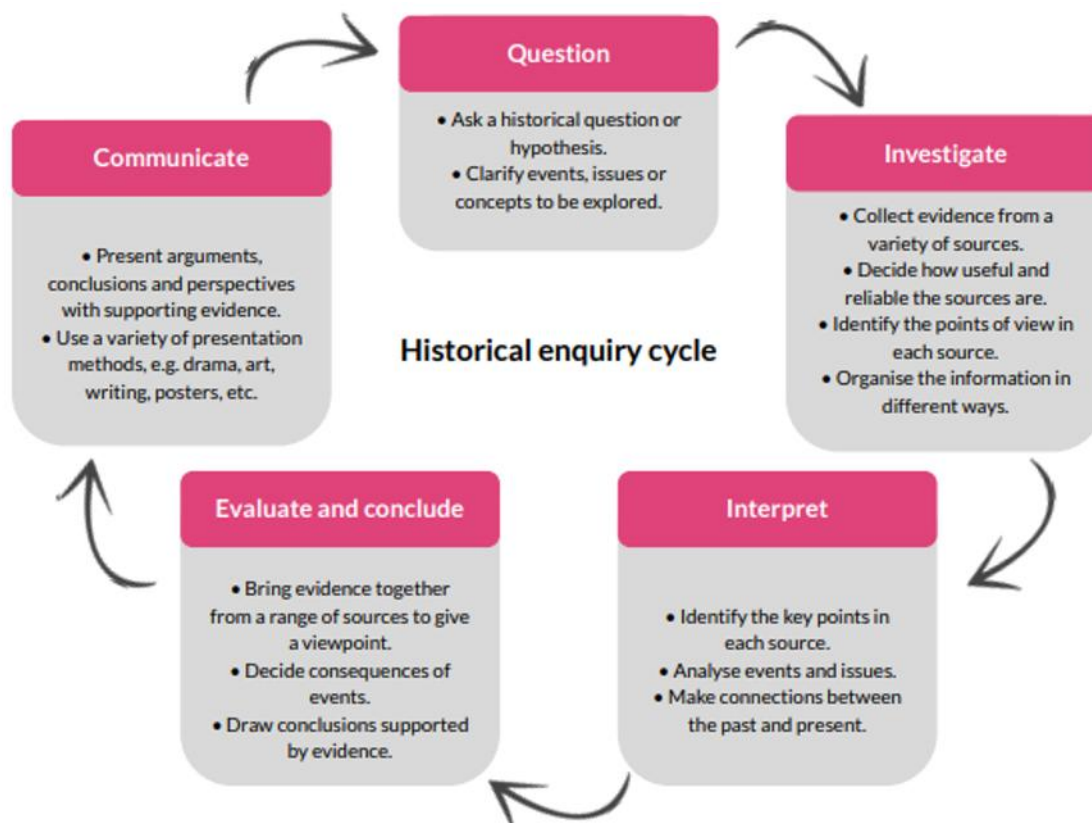
How our curriculum develops Disciplinary knowledge

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



Sequencing

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.

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).

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.

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', the interactive Kapow Primary timeline allows the teacher to place all units in their chronological context, and in relation to pupils' prior learning in History.

Wider knowledge and skills

Digital literacy

Our history curriculum integrates technology through digital timelines, research tasks and interactive activities.

This helps develop pupils' ability to find, evaluate and use historical sources and information effectively.

Oracy

Lessons encourage discussion, debate and presentations on history topics. This allows pupils to articulate their understanding, justify opinions and engage in collaborative learning.

Throughout the History curriculum, pupils use oracy to enhance their learning by thinking aloud, questioning and discussing activities. They develop essential skills such as choosing appropriate vocabulary, organising their ideas and listening effectively.

Sustainability

The curriculum promotes awareness of social responsibility and change over time, encouraging pupils to explore key historical themes such as human rights, conflict, inequality and the impact of past decisions on the present and future.

Understanding how societies have responded to major challenges, such as war, revolution, migration, and reform, helps pupils grasp the roots of contemporary issues.

As highlighted in the Department for Education's [Sustainability and climate change strategy](#), educating pupils on the historical context of societal shifts is vital for informed citizenship. The guidance supports schools in creating inclusive, reflective learning environments.

Critical thinking

Pupils analyse historical evidence, compare different perspectives and evaluate sources of information.

This helps them question assumptions, understand bias and form reasoned conclusions about past events and their impact on the present.

Personal development in history

SMSC

Our history curriculum supports Spiritual, Moral, Social and Cultural (SMSC) development by encouraging pupils to:

- Explore different perspectives.
- Reflect on ethical issues.
- Collaborate with others.
- Appreciate cultural diversity through subject-specific content.

British values

Lessons promote British values (democracy, the rule of law, individual liberty, mutual respect and tolerance) by incorporating activities that encourage debate, respect for differing opinions and an understanding of societal structures.

Cultural capital

Our history curriculum broadens pupils' experiences by introducing them to significant individuals, historical contexts and diverse cultures and traditions.

The scheme helps ensure pupils gain the knowledge and skills needed to understand the past and engage meaningfully in society today.

Transition from EYFS to KS 1

Continuity of learning

Our history curriculum aligns with the statutory EYFS (Reception) guidance.

Key themes and skills introduced in EYFS (Reception) are revisited and developed further in KS1, ensuring continuity and progression.

This transition is aided by the continuity of learning created by the curriculum strands, which run from EYFS (Reception) to Year 6. Subject leaders can pinpoint how knowledge develops in Reception and how this creates the foundation for learning in KS1.

Building on early experiences

Lessons build on curiosity, exploration and discussion, which are central to EYFS (Reception) learning. As pupils move into Year 1, more structured activities are gradually introduced.

In KS1, oracy, questioning and storytelling help pupils transition from informal to more formal subject-based learning.

Development of key skills

Our history curriculum supports the progressive development of skills, such as observation, reasoning and problem-solving, which are introduced in EYFS (Reception) and strengthened in KS1.

Adaptive teaching strategies ensure all learners are supported as they transition to more formal learning approaches.

Cross-curricular links

Our history curriculum aligns with the EYFS Early Learning Goals, making connections with communication and language, understanding the world and expressive arts to create a seamless transition.

It promotes independence and confidence, supporting pupils as they adapt to the expectations of KS1 learning.

Inclusion and diversity

Our history curriculum is designed to reflect a broad range of voices, experiences and perspectives.

Units of study include stories of significant individuals from diverse backgrounds. Representation and inclusion are embedded through enquiry questions, source selection, case studies and classroom discussion.

Where appropriate, the legacy of colonialism and its impact on historical events and narratives are explored.

Our history curriculum's visual and textual content is inclusive and representative of diverse people and histories, challenging stereotypes and outdated ideologies.

Within sensitive units, questions are included to support and reflect pupils' lived experiences and backgrounds.

Our history curriculum supports pupils in appreciating the complexity of people's lives, the diversity of societies and the evolving relationships between different groups across time.

Implementation

Timetabling and class structure

As history and geography alternate each half-term, we dedicate 2-hours per week to geography. There are three classes: Key Stage 1, Lower KS 2 and Upper KS 2. This allows us to plan a two-year rolling programme.

CPD

Our teachers are supported in their delivery of the History curriculum effectively through clear and informative CPD videos.

The videos are designed to help teachers feel confident in their role by providing guidance on key concepts, teaching strategies and best practices.

History units

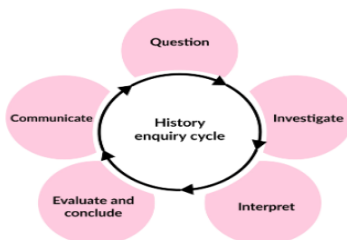
The screenshot shows a digital overview of a history unit. On the left, under the heading 'Lessons', there are three lesson cards. Lesson 1 is titled 'Why did Britain go to war in 1939?' and includes a bullet point: 'To identify the causes of World War 2 using 8 lessons.' Lesson 2 is titled 'How did the Battle of Britain affect the Royal Air Force?' and includes a bullet point: 'To explore the impact of the Battle of Britain on the Royal Air Force using real footage.' Lesson 3 is titled 'What do sources tell us about the Blitz?' and includes a bullet point: 'To make inferences about the Blitz using photographs.' On the right, under the heading 'Key skills', there is a list of skills with checkmarks: 'Sequencing events on a timeline and identifying where it fits in with previously studied time periods', 'Developing a chronologically secure understanding of Britain, local and world history across the periods studied', 'Placing the time, period of history and context on a timeline', 'Comparing and making connections between different contexts in the past', 'Making links between events and changes within and across different time periods/epochs', 'Identifying the reasons for changes and continuity', and 'Describing the links between major events, contexts and changes within and across different time periods'. At the bottom right, under the heading 'Key knowledge', there is a bullet point: 'To understand that historical periods have characteristics that distinguish them.'

All our history units have between 5 and 7 carefully sequenced lessons. These are supported by an overview which can be found at the start of units in children's books.

The enquiry cycle

It is important that pupils begin to 'think like historians' by considering how historians question and explain the past.

Accordingly, the Kapow Primary History scheme uses an enquiry cycle to support planning fieldwork. This encourages pupils to ask questions and learn how historians reach their answers through enquiry.



Lesson structure

Recap and recall

Each lesson begins with a short activity that revisits prior learning. This helps reinforce key knowledge, activate long-term memory and create connections between past and new learning.

Recap and recall activities are varied to keep the start of the lesson engaging while still supporting active recall.

Attention grabber

A short, engaging activity designed to hook pupils into the new learning in the lesson.

This could be a thought-provoking question, a quick investigation or an interactive discussion to spark curiosity and enthusiasm for the topic.

Main event

The core part of the lesson, where pupils engage in activities that develop their understanding of the learning objective.

This includes a mixture of teacher modelling, guided practice and independent or collaborative tasks tailored to support all learners.

Wrapping up

A final reflective activity that consolidates learning.

This could involve reviewing the success criteria, discussing key learning or applying knowledge in a different context to assess understanding and encourage deeper thinking.

SEND

Our history curriculum is designed to be fully adaptable for pupils with SEND. Every lesson includes an 'Adaptive teaching' section, providing clear guidance on how activities can be modified to meet the needs of all learners.

Children learn in a variety of ways. As such, Kapow Primary history lessons include a range of strategies to support and challenge every pupil, such as:

Scaffolding – activities are designed with flexibility in mind, allowing for additional support or challenge where needed.

Multi-sensory approaches – lessons incorporate different elements to engage all learners.

Clear instructions and structured tasks – ensuring clarity and reducing cognitive load for pupils who benefit from additional support.

Opportunities for collaborative and independent learning – allowing pupils to work at their own pace while building confidence and independence.

By embedding adaptive teaching throughout, the scheme ensures that all pupils, regardless of their starting points, can access and succeed in their learning.

In addition, the step-by-step curriculum design supports pupils with SEND, avoiding sudden jumps in complexity at transition points and allowing for steady, manageable progression.

Knowledge retention

Spiral curriculum



Our history curriculum incorporates a spiral curriculum model, ensuring that pupils revisit

and develop their understanding of key themes and concepts as they progress. This approach allows them to make meaningful connections, reinforce their learning and achieve mastery over time.

Revisiting key concepts – pupils encounter the same ideas multiple times throughout their education, with each revisit adding more complexity.

Progressive depth – concepts are not just repeated but expanded upon, helping pupils to make connections and develop a richer understanding over time.

Knowledge retention – regular exposure to key ideas strengthens memory and prevents knowledge from being forgotten.

Skill development – pupils refine and apply their skills in different contexts, improving their ability to think critically and solve problems.

Adaptive learning – by building on prior knowledge, the curriculum meets pupils at their current level and supports all learners, including those who need extra reinforcement and those who are ready for greater challenges.

Knowledge organisers

History - Why did the Romans invade and settle in Britain?			
empire*	A group of countries or territories under the control of a single ruler (often an emperor, monarch or government).	primary source*	An object or record created at the time of an event or period.
inference	Using the clues in sources to form an idea.	Romans	The people who lived in Ancient Rome and whose empire spread across Europe, the Middle East and north Africa.
invasion*	A military attack in which an army or country uses force to take over another country or area.	secondary source*	An object or record created after an event or period.
legacy*	Past events or actions which have had a lasting impact.	settlement*	A place where people live together as a community.
The Roman invasion of Britain Emperor Claudius led a successful invasion of Britain in AD 43. He wanted to show off his power and expand the empire.  Hadrian's Wall Built by the Romans in AD 122 under Emperor Hadrian's orders, the wall marked the northern boundary of the Roman Empire in Britain and defended it from tribes to the north.  Boudicca Boudicca was the Celtic queen of the Iceni tribe. She married King Prasutagus, who made a deal with the Romans to keep his land after their invasion. However, the Romans did not keep to their side of the deal. Boudicca successfully led a rebellion against the Romans and destroyed their capital. She was eventually defeated by the Romans and died in AD 60.  Vindolanda An ancient Roman fort near Hadrian's Wall, Vindolanda was a key military camp. The well-preserved artefacts and writings found there by archaeologists provide evidence about life in Roman Britain. 			

Knowledge organisers are a structured document designed to support pupils' learning by clearly outlining the key knowledge, vocabulary and concepts covered in a unit of work.

It serves as a reference tool for both teachers and pupils, helping to consolidate learning and support knowledge retention.

Essential knowledge at a glance – summarises the most important facts, concepts and skills that pupils need to learn for a particular unit.

Key vocabulary – provides a list of subject-specific terms with definitions to develop pupils' language and understanding.

Clear and visual layout – organised in a way that makes information easy to digest and revisit, often using diagrams, timelines or key images.

Support for retrieval practice – helps pupils engage in self-assessment, recall activities and revision, reinforcing long-term memory.

Teacher and pupil-friendly – acts as a quick reference for teachers when planning lessons and an accessible learning aid for pupils to develop independence in their studies.

Knowledge organisers are placed at the start of each unit and are referred to during

each lesson.

Recap and recall

Activates prior knowledge – helps pupils make connections between new and existing learning, reducing cognitive overload.

Strengthens memory pathways – retrieval practice has been shown to improve retention more effectively than passive review.

Identifies gaps in understanding – teachers can quickly assess what pupils remember and address misconceptions before introducing new content.

Builds confidence – regular recall activities reassure pupils that they can remember key concepts, improving engagement and motivation.

Promotes spaced learning – revisiting prior learning at regular intervals supports long-term retention, rather than cramming information into a single lesson.

Formative learning

Formative assessment is embedded throughout our history lessons to ensure that teachers can gauge pupils' understanding in real time and adapt their teaching accordingly.

Questioning – lesson plans include targeted and open-ended questions to check understanding, promote critical thinking and address misconceptions.

Observation – teachers are supported to observe pupils during tasks, noting how they approach activities, collaborate and apply history skills.

Discussion and peer interaction – pair and group discussions are built into lessons, providing opportunities for pupils to articulate their thinking and for teachers to assess understanding through dialogue.

Lesson pauses – plans include strategic pause points for checking comprehension, summarising learning and addressing any common errors before progressing.

Retrieval practice – recap activities such as short recall tasks and oral explanations are embedded to reinforce prior knowledge and assess retention.

Use of success criteria – success criteria are shared within lessons, allowing pupils to self-assess or peer-assess their work and reflect on their progress.

Short reflections in the Wrapping up – lessons end with brief written or verbal reflections, enabling pupils to consolidate learning and teachers to gauge understanding.

Using local history

Our history curriculum includes studies of our local history. For example in our Tudor unit, children learn about a local Tudor man through census information taken from Carlisle archives.

Cross-curricular learning in history

Our history curriculum supports cross-curricular learning by making clear connections between subjects, helping pupils develop a broader understanding of key concepts and skills.

Cross-curricular links are explicitly highlighted: each unit includes identified cross-curricular connections, detailed in the unit hub and long-term plans. These allow teachers to integrate learning across different subjects.

In addition, each lesson has a Cross-curricular links section showing the links to the National curriculum in subjects other than History.

IMPACT

Formative

History lessons include ongoing assessment opportunities, such as questioning, retrieval practice and interactive activities.

These enable teachers to assess understanding in real time and adapt their teaching accordingly.

Summative assessment

Children complete pre and post unit written assessments which are used to support teacher's judgements. Teachers also assess learning objectives throughout the unit to make a summative judgement. Pupil voice and work in books over time also support these judgements which are recorded on a history spreadsheet.

Evidencing progress

Written outcomes

Pupils demonstrate their learning and provide tangible evidence of progress through a variety of activities, including structured written work, annotated diagrams and creative responses.

Pupil voice

Lessons encourage discussion, reflection and verbal explanations. This allows teachers to capture pupils' understanding through questioning, class discussions and recorded responses, supporting a broader view of progress beyond written work.

Assessment spreadsheet

The Assessment spreadsheet helps to track pupils' History attainment over time.

This tool allows teachers to record progress against learning objectives and assessment statements, making it easier to monitor development and identify areas for support.

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?

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 Teachers will review learning towards 'end points' and record data on a spreadsheet 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.