



# St Aidan's

Church of England Primary Academy  
A member of **CTDARI**

*'Fulfilling potential and growing in God.'*



*Acceptance, Love, Wisdom, Accountability, Youthfulness, Service*

## **Our Vision**

*At St. Aidan's, not only do we want our children to become happy and well rounded individuals; we aim to nurture and equip children to be resilient, enthusiastic and effective communicators and learners who are able to use their experiences and technology skills to achieve their fullest potential allowing them to excel in the careers of the future and grow in God.*

***'I came that they may have life and live it to the full' John 10.10***

## **History Policy**

**2025 26**

**Date of Policy: October 2025**

**Review Date: October 2026**

## **Vision Statement**

*St Aidan's CE Primary Academy is committed to providing a high-quality history education for all learners, including our SEND and EAL children. Our curriculum is carefully planned to ignite our pupil's curiosity and fascination about the past, the significant people and its impact on the lives we lead today. Our curriculum will provide our pupils with the knowledge about events, people and changes, enquiry, interpretation & using sources, chronology and communication. It will also provide the opportunity for students to experience places significant to them in line with the diverse mix of nationality and places of origin.*

## **Policy Aims**

To provide a structured framework to support the scheme of learning created alongside teaching staff, allowing for progression and continuity across the school.

To allow purpose and management of the geography taught and learned by all learners across the school.

To ensure consistency across the school in how and when geography is being taught.

## **What is the intent of the History Curriculum?**

**'People without the knowledge of their past history, origin and culture is like a tree without roots' Marcus Garve**

History is concerned with children creating a sense of identity and relating this to people, events and changes from the past. The curriculum will study people and events which shape the world we live in today. Pupils will study their local area, and contrast this to what it was like in the past. They will consider different periods of time and the impact this has upon modern day. They will use a range of sources to critique the lives of significant events and people from the past.

The curriculum will be inquiry based allowing children to build on this skill ensuring they become inquisitive learners who are not afraid to challenge artefacts and sources they encounter in their further study. Enjoyable and engaging activities are planned to build upon the pupil's knowledge and understanding of the local area.

A St Aidan's History progression document is at the heart of the curriculum intent, ensuring key disciplinary and substantive knowledge is progressive throughout the school.

Through our teaching of history we aim to:

- create a knowledge and word rich curriculum
- Stimulate pupils interest and curiosity of the past
- develop pupil's competence in specific historical skills
- increase pupil's knowledge and awareness of the world in the past
- increase pupils' knowledge and awareness of how the world they live in today has been influenced by the events and people of the past.
- help pupils acquire and develop the skills and confidence to undertake investigation, problem solving and decision making
- Recognise how the people and events of the past have influenced our lives today.

## **EYFS and Primary School Programme of Study**

### **EYFS**

In the Foundation Stage the children are provided with a wide range of activities and opportunities as prescribed in the Years Foundation Stage Curriculum 'Understanding the World'.

**By the end of Early Years, children will have had the opportunity to:**

#### **Understanding the World:**

##### **Past and Present:**

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

*Bryom J, quite rightly argues that the early years non statutory curriculum prepares children for Key Stage 1 and beyond.*

**By the end of Key Stage 1, children will have had the opportunity to study:**

- changes within living memory – where appropriate, these should be used to reveal aspects of change in national life
- 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]
- the lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods [for example, Sarah Frobos Bonnetta, Christopher Columbus and Neil Armstrong and Tim Peak, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality

**End of Key Stage 2 children will have had the opportunity to study:**

- changes in Britain from Stone Age to the Iron Age
- The Roman Empire and its impact on Britain
- Britain's settlement by Anglo Saxons and Scots
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- a local history study
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer, The Indus Valley, Ancient Egypt, The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-130

*It is essential that a broad range of teaching and learning strategies should be involved in understanding historical knowledge, skills and concepts. For more information, please see teaching and learning policy. Wherever and whenever possible the children should be given experience in the local and more distant environment, ensuring progression of skills and areas studied. Visitors should be invited into school if appropriate.*

## **How is the Geography Curriculum Implemented?**

Teaching, learning and historical enquiry has been planned in line with the curriculum overview which was produced as a result from working alongside experienced consultants and it takes into full account Rossensine's Key Principles. The subject will be taught discretely twice a year, in a period of nine to ten weeks blocks. This has been a revision to our previous curriculum offer based on feedback from staff members and pupil voice. The intention behind this shift is to allow for greater depth and coverage of the skills and knowledge to be taught also allow greater retention of key learning and facts.

Where appropriate, the substantive knowledge and disciplinary knowledge the children are to acquire is set yearly basis. The substantive knowledge to be gained is set out as the key knowledge for each unit. The on disciplinary knowledge enables children to think, speak and write like geographers.

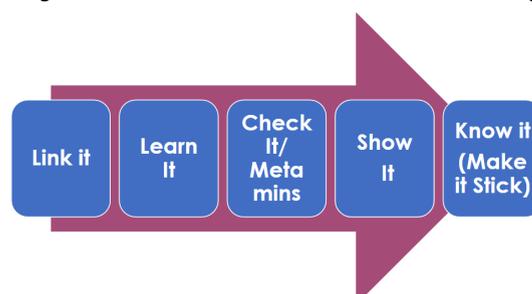
We believe educational visits to historical sites and museums, alongside a wide range of visitors, helps to promote learning in all aspects of history and we aim to incorporate it in all areas of the curriculum.

### EYFS

In the early years children develop the foundations to this subject which will carry them through the remainder of their education. They begin to develop a sense of language and explore the meaning of different vocabulary through their own experiences at home, school and in books they read. Resources including fiction and non-fiction, artefacts and a range of primary and secondary resources are provided in the range of different areas for the children to explore.

The history curriculum follows a pedagogical process referred to as; 'link it, learn it, check it, show it, know it' system and is demonstrated in the model below. This is displayed in all classrooms and referred to by teachers and pupils alike. In this way, the curriculum is highly focused on children's prior knowledge, making links and connections to support the schema in the brain and ensures enough time is built in for children to retrieve information beyond the point of learning.

Progression and assessment with a unit of learning



Within the St Aidan's history curriculum, the learning sequences have been set out progressively so that children consistently build on their prior knowledge. Each subject begins with a **pre-topic script, (see appendix 1)** which links knowledge to previous learning within a different unit, year group or different subject, where appropriate. This script is then followed by completing the prior knowledge section on the blank knowledge map. Children can recall any significant personal experiences they may have which links to this unit and learning. The purpose of this is to assess the children's knowledge and understanding before the unit of work begins.

### **Learn It**

The designed curriculum uses the 'composite and component' model, which links to the latest research from the Education Endowment Foundation (EEF). This new learning is presented to pupils in small chunks to prevent cognitive overload and sequenced appropriately to maximise the impact on long term retention.

Effective modelling will be given to learners by teaching staff with planned time for guided and independent practice. It will allow children exposure to a range of resources, including maps, atlases and globes. Start with an activity to focus on BEING a historian. Use talk for learning to comprehend new concepts and vocabulary. New Vocabulary will be explored through the use of speaking frames, My Turn Your Turn techniques and a wide range of Voice21 activities as detailed in the unit overviews.

### **Check It**

Checkpoints are throughout lessons and evidenced on knowledge maps to ensure that pupils have understood the current learning. Check its meta-minutes will be a quick five to ten minute session in learning. Teachers will engage in marking in the moment and provide instant feedback to pupils, ensuring they pick up on pupils who are 'falling behind'. When possible, staff will provide rapid intervention for those pupils that need it to ensure further misconceptions do not develop and that all children 'Keep up'. Use of retention assessments will help staff gain a picture of any gaps that may be occurring.

## **How do we know if the St Aidan's geography curriculum has had the desired impact?**

### **Show It**

A 'Show it' should come at the end of the unit and refer to the knowledge map that the children have created. This can be done in a range of different ways over the course of the year, at the teacher's discretion. They could include; a podcast, a news report, a song or rap, a poster, a debate or a whole class consciousness alley activity. It can have a focus on an oracy outcome where appropriate, which are detailed in the unit overview. This will also incorporate some parental involvement, where they are invited into school to view what their children have learnt giving a meaningful outcome to their learning.

### **Know It**

The 'know it' stage of the methodology encourages children to revisit learning after they have finished the unit with a key focus on substantive and disciplinary knowledge. The retrieval can be later in the same academic year or later in the key stage. This is to ensure that the knowledge the children have has been retained and allows the teacher the opportunity to identify gaps and assess children to ascertain if they are working at age related expectations. This is where the progression maps, which are at the heart of the curriculum intent, are used to check to see if children have the knowledge expected for their age.

### **Resources**

- Local Authority library loans are received in line with topics taught and ordered by class teachers to ensure suitability
- Local library sessions are available to support local history learning.
- Local museum links, cotton mill website, lancashire archives

- SL has worked hard with local parishioners to get visitors to come into school and discuss their recount of the local area and how it has changed.
- Topic Specific non-fiction and fiction boxes are established in classrooms for use in class reading areas
- A range of recommended visitors and trips is available on one drive

## **Feedback**

Teachers will follow the school's Feedback policy for formative assessment and feedback.

Parents are informed of their child's progress throughout the year through parent's evenings and via annual reports sent in the summer term.

## **Developing Spiritually through the History Curriculum**

The history curriculum promotes spiritual development by encouraging students to reflect on the core questions of human existence, fostering empathy, and providing a sense of perspective on their own lives. It moves beyond a simple chronicle of events to explore the motivations, beliefs, and struggles of people throughout time.

## **Empathy and Human Connection**

By studying the past, students are confronted with a vast array of human experiences—triumphs and tragedies, courage and cruelty, innovation and stagnation. This exposure cultivates **empathy** as they try to understand the choices and circumstances of people from different eras and cultures. This process builds a sense of **interconnectedness** with those who have come before, reminding us that we are part of a continuous human story.

**Example;** When studying Romans, the children are challenged beyond the stereotypes of gladiators and emperors to explore the daily lives, social encounters and relationships.

## **Reflection and the Search for Meaning**

History is a record of the human search for **meaning** and **purpose**. It documents how different societies, through their art, religion, and philosophy, have grappled with the "big questions" of life and death. Studying these varied belief systems, from ancient mythologies to modern ideologies, offers a rich context for students to reflect on their own values and beliefs. It allows them to see that the quest for understanding is a universal, timeless journey.

**Example;** When studying Ancient Egyptians focusing on their profound spiritual beliefs and practices, which were deeply integrated into daily life and exploring why these practices mattered to them.

## **Perspective and Humility**

Examining the **rise and fall of empires**, the transient nature of power, and the cyclical patterns of human behavior can instill a sense of **humility**. This perspective helps students to contextualize their own lives and challenges, realizing that their concerns are a small part of a much larger, ongoing narrative. It can free them from the "tyranny of the present" and encourage a focus on what is truly important and enduring. The study of history, therefore, becomes a spiritual exercise in understanding one's place in the world and the grand scheme of time.

**Example;** Studying the story of Boudicca and her rebellion against the Romans teaches children a powerful lesson in **humility** by showing that immense passion, strength, and righteous anger aren't always enough to guarantee victory.

## WAGOL'

Please see non-negotiables sheet handed out in staff training in September 2024 using link below:

[https://docs.google.com/document/d/12oNZpQmx0v1eVFvRAHcQpq\\_vLZCNXmE-AgEyEUvh9Hw/edit?tab=t.0](https://docs.google.com/document/d/12oNZpQmx0v1eVFvRAHcQpq_vLZCNXmE-AgEyEUvh9Hw/edit?tab=t.0)

Please see WAGOLL powerpoint produced by curriculum lead;

[https://docs.google.com/presentation/d/1gkAdww6ESo3dDjkTo\\_e-riNHuwqeZtvi/edit?rtpof=tr ue](https://docs.google.com/presentation/d/1gkAdww6ESo3dDjkTo_e-riNHuwqeZtvi/edit?rtpof=tr ue)

## Role of the subject leader

The Geography Subject Leader will:

- scrutinise planning and books
- audit resources on a regular basis
- examine CPD needs and provide support where appropriate, deliver staff meetings and training
- support ECT's and members of staff in planning and resourcing Geography lessons
- observe lessons and model exemplar lessons
- write and implement the geography action plan
- speak to pupil's, staff, governors and parents about geography teaching and learning
- share knowledge and good practice with other schools within the MAT
- ensure engagement in current research and relevant associations to improve leadership skills and knowledge

## REVIEW

*This policy was written by the geography subject leader in October 2024 and is based on the school's understanding of the geography national curriculum, the needs of our pupil's, parents and our local community. Additional support has been provided by school advisors, ex HMI and consultants in order for our curriculum to be the highest standards for all our pupils. It will be reviewed by the subject leader who will collect and document experiences and ideas of colleagues and pupils.*

## Appendix One - example of Link it Starter Script

Starter script:

1. As a historian, we will be learning about **local history and the impact of the mills.**
2. This is building on previous learning in \_\_\_\_  
**Year 1 where you looked at the history of your school.**  
**Reception where you looked at what your school looks like.**
3. Some of the key vocabulary you will have come across before is **mill, local, area, map, past, Present changes, significant, building, human and physical features,**
4. Can anyone think of any other learning this could link with? Can anyone remember any enquiries have carried out? Visits or visitors?
5. Does anyone have any personal knowledge that links with this topic?
6. Think about metacognition, which skills are we going to use to help us? knowledge mat, hypotheses enquiry, prediction, investigation, researching, recording/ communication, conclusion/ deduction work, display