

Subject Policy Overview – History 2025-26

Intent	Implementation	Impact
<p style="text-align: center;"><u>Curriculum Coverage & Planning</u></p> <p>Staff will follow the agreed Long Term Plans to ensure a full and in-depth coverage of the National Curriculum. Subject lead has created MTPs based on the long term planning, highlighting knowledge, skills and vocabulary to be taught each lesson. Where lessons are covered during PPA, the teacher must plan and direct adequately to allow objectives to be met by the cover teacher.</p>	<p style="text-align: center;"><u>Prior / Post Learning Enquiry</u></p> <p>Learning will be recapped from lesson to lesson through a retrieval practice starter and can use knowledge notes in lessons to help them. At the end of a unit, children will write a history essay or complete a quiz.</p>	<p style="text-align: center;"><u>Formative Assessment & Targets</u></p> <p>Teachers will complete ongoing formative assessment of teaching and learning. Challenges should be readily available every lesson for children who are achieving highly in that lesson (include on planning).</p>
<p style="text-align: center;"><u>Progression of Skills & Vocabulary</u></p> <p>Long term planning includes a progression of skills throughout the year groups for staff to follow. Vocabulary is provided on Knowledge notes and MTPs to ensure that children are using specific and technical vocabulary appropriate for their age.</p>	<p style="text-align: center;"><u>Presentation & WALT</u></p> <p>Work in books should be neatly presented at all times. Where activity sheets or maps and diagrams are required, these should be stuck in carefully and be limited in use so children are able to write unrestricted by boxes or word choices.</p>	<p style="text-align: center;"><u>Summative Assessment & Pupil Data</u></p> <p>Teachers will be expected to assess pupils based on teacher judgements at the end of every History unit. Where children may struggle with their ability to portray ideas in writing, it may be necessary for these ideas to be recorded verbally. Teachers track objectives and provide a judgement on it track.</p>
<p style="text-align: center;"><u>Curriculum Time</u></p> <p>EYFS will cover History within Understanding of the Wider World objectives. All other classes will do one hour of Geography a week every other half term (alternating with History) accumulating 5-6 hours every term. History will be taught during the 1st half term of every term and Geography will be taught during the 2nd half term of every term.</p>	<p style="text-align: center;"><u>Recording of Work</u></p> <p>Most work will be recorded into books every lesson. Where practical work or entire practical lessons have been undertaken, these should be evidenced in pictures in floor books.</p>	<p style="text-align: center;"><u>Parent / Pupil / Staff Voice or Conferencing</u></p> <p>In order to ensure the needs of the children, parents and staff are being met by the curriculum, the subject leader will ask teachers to complete questionnaires with their classes. One will be set up in the middle of the next academic year to see how we can further drive the History curriculum forward.</p>
<p style="text-align: center;"><u>Cross Curricular Links</u></p> <p>English skills are used when writing end of unit tasks for assessment. Cross curricular links should only be made when appropriate and should not be made tenuously so historical skills aren't lost.</p>	<p style="text-align: center;"><u>Marking & Feedback</u></p> <p>Following whole school marking policy.</p>	<p style="text-align: center;"><u>Book Review & Moderation</u></p> <p>A book review will be completed regularly, which will look at a sample of books within each class (including a range of abilities). This will enable progress against the action plan targets to be established and allow a review of standards and quality first teaching to be identified.</p>

<p><u>Enrichment & Extra Curriculum Activities</u></p> <p>Every teacher is responsible for planning trips/visit days into their planning once within the school year to enhance History learning. Subject lead has put suggested trips/visit days on LTP.</p>	<p><u>Subject Presence</u></p> <p>Classes should have working walls to display information for History built up throughout the unit.</p>	<p><u>Action Plan & Next Steps</u></p> <p>The key focus for this year is ensuring history trips/workshops are well planned and that children use oracy skills to develop explanations and recall of the past.</p>
<p><u>Inclusion, Differentiation & SEN</u></p> <p>Work should be scaffolded by teacher support to enable all children to access the history curriculum. Work should not necessarily be different though as we want to promote high expectations- some children may just need to complete some tasks in a slightly different way or with further support. Support can be given knowledge organisers and key words where needed. Where work has been supported this should be marked in books.</p>	<p><u>Resources</u></p> <p>Long term planning and schemes to be used will be available for all staff, including supply staff, on the staff area</p>	<p><u>Report to SLT and Key Stakeholders</u></p> <p>Following the completion of actions within the Action Plan and a new target for the subsequent year being identified, the Subject leader will prepare a report / presentation to the governors with their findings. This will be delivered in June / July so Staff are given appropriate time to adapt planning etc. before the next academic year.</p>
<p><u>CPD</u></p> <p>Staff will be given CPD this year to go through expectations of what a History lesson will look like, how work will be assessed and how best to plan in trips or visits..</p> <p>Staff will have another meeting into the next academic year to share books and best practice and to see what we need to improve going forward.</p>		