



SPARKEN HILL
ACADEMY

History Policy

September 2025

Review Date: September 2027

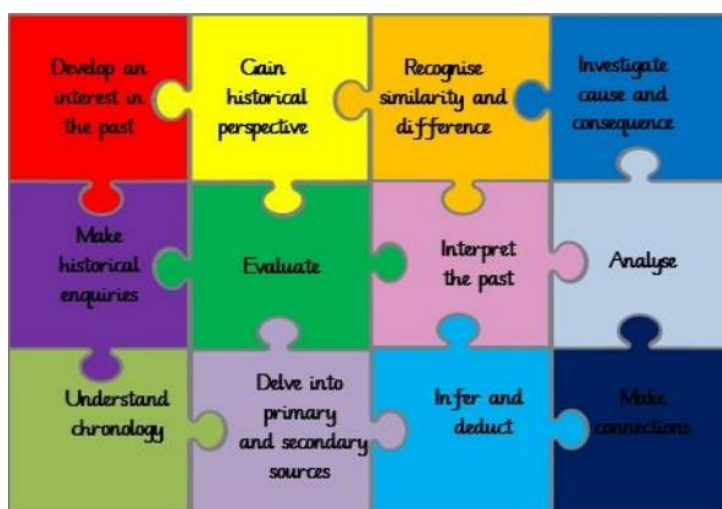
Curriculum Intent

What are we trying to achieve for our children in History?

A high-quality History curriculum should inspire pupils' curiosity to know more about the past. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups. It also helps children gain a sense of their own identity within a social, political, cultural and economic background. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement through our enquiry-based approach.

At Sparken Hill, the History curriculum has been carefully sequenced so that as pupils progress, they gain a coherent knowledge and understanding about the history of Britain and how it has influenced and been influenced by the wider world. Through an understanding of and experience of using the methods of historical enquiry, we want the children to become critical thinkers, learn lessons from the past and gain lifelong analytical skills.

They will leave SHA being knowledgeable about key people, events and time periods from the past and will be able to weave these together to form historical narratives.



Aims

The National Curriculum for History aims to ensure that all pupils:

- Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.
- Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.
- Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.
- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts,

analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.

- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.
- Gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Curriculum Implementation

How is the curriculum delivered?

Following the 'Development Matters' guidance in EYFS, our Nursery and Reception children gain an 'Understanding of the World; people and communities; the world and technology' and come into KS1 with the foundations laid for History.

At Sparken Hill, we implement a History curriculum that; meets the objectives outlined in the National Curriculum. Therefore we ensure that:

- Is progressive throughout the whole school, with three distinct milestones of KS1, LKS2 and UKS2. Each milestone we will cover different topics within these topics it will include the concepts: chronological understanding, knowledge and understanding of the past, historical interpretation, historical enquiry, organisation and communication.
- It is delivered on a half-termly timetable, where History and Geography are taught alternate half terms or interwoven to strengthen the links and amplify learning. As such, approximately 30 hours of History is taught each academic year & has progressive skills from each threshold embedded into each unit, providing opportunities for retrieval practice of prior knowledge and vocabulary.
- It provides whole class differentiation through questioning and various methods of recording is enhanced by trips and visiting experts where appropriate.
- Understand how our knowledge of the past is constructed from working with a range of primary & secondary sources.
- Through school they will continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.
- Lesson are underpinned by chronology. Both the overall narrative of history and internal narrative of a lifetime, event or full period are vital to piece together the complex and intertwining history that we teach.
- Has progressive skills from each threshold embedded into each unit, providing opportunities for retrieval practice of prior knowledge and vocabulary.

Curriculum overview

Here at Sparken Hill Academy, pupils will follow a history curriculum that gradually develops learning, the outcome being the acquisition of knowledge and skills that enable each pupil to enquire, research and analyse. Pupils will have a coherent understanding of Britain's history, as well as that of the wider world, and the chronology that underpins both. Children will know more, remember more and understand more.

Early Years Foundation Stage (EYFS)

In our foundation stage, children will work towards gaining a sense of the world around them past and present. Throughout this stage, children are exposed to a range of experiences that help them to understand how the world around them is different now to how it was in the past. First children begin to explore their own life and family history, investigating age and navigating time and change from birth to now, they will also add experiences onto this as they journey through foundation. Children will look at images of the past and comment on familiar situations they have experienced and will also compare these to characters in stories and figures from the past. By the end of foundation children will be able to articulate changes in the past, comparing them to present day relating it to their own experiences, that of their peers and characters from stories and familiar figures.

Key Stage KS1

In KS1, pupils will:

- Develop an awareness of the past and use common words and phrases relating to the passing of time
- Learn where the people and events they've studied fit within a chronological framework and be able to 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

The topics we teach in history in key stage 1 are outlined in the programmes of study/curriculum map for history.

Key Stage KS2

In KS2, pupils will:

- Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study
- Note connections, contrasts and trends over time, and develop the appropriate use of historical terms
- Regularly address and sometimes 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

The topics we teach in history in key stage 2 are outlined in the programmes of study/curriculum map for history.

Our Curriculum Design

Substantive and Disciplinary Knowledge

The history curriculum is designed to ensure substantive and disciplinary knowledge is built upon year on year.

Substantive Knowledge: Includes information about the past, in terms of people, events, dates, states of affairs and places.

We have identified a set of substantive concepts 'Golden Threads' that children will revisit more than once through the different topics. For example children will look at concepts such as empire and power in key stage 1 in 'Dungeons & Dragons' looking at 'William the Conqueror' and his invasion of England and then how he was crowned the King. Then in LKS2, we would look more deeply into why the Saxons were defeated by the Normans and why they wanted England so much. Then in UKS2, we look at empire & power again in our World War II topic as we look at the development of the British Empire & the challenges it faced during this time.

Exploration Conflict & Disaster Cultural Change Empire & Power Technological Advances

Through these meaningful examples in our topics & this repeated exposure in a range of historical concepts overtime we hope to enable pupils to grow a more complex understanding of them.

Disciplinary Knowledge: Why the event took place, why it is important and how do we know what we know?

E.g. Cause, Consequence, Similarity & Difference, Historical Significance, Historical Interpretation, Change & Continuity, Primary & Secondary Sources & various other evidence.

We ensure we teach how historians learn about the past.

In Key Stage 1 we have introduced enquiry questions to each topic, which enables us to determine the intended learning outcome. But also something the pupils can reference throughout and then answer at the end of the topic drawing on the information/skills they have learnt.

We believe it is vital that our history curriculum develops both categories, enabling both 'Substantive & Disciplinary' thinking to be developed simultaneously.

Chronological Knowledge

We have our very own bespoke timeline that shows all the topics we study, as well as significant events and people. At the start of every topic, each class will visit the timeline to see where the period of history they are studying fits in relation to their prior knowledge, to see the links between events, their sequence and understand the duration of these periods. Using key vocabulary throughout e.g. chronology, decade, century, millennium, event, period, era, BC/AD (BCE/CE).

We also use specific timelines in class as a teaching tool to show the significant events during that period and the part of the era we are studying, this can then be referred back to throughout the term. It helps to embed disciplinary concepts such as 'Cause & Consequence' & 'Similarity & Difference'. For example in Year 3/4 we will use a timeline to place 'Stone Age tools' on to show how they have might have changed through the era's and help to explain why.

Primary & Secondary Sources

We look at a range of primary and secondary sources in order to identify ways how we find out about the past and then make our own interpretations of the past. We can look at concepts like 'continuity & change' and 'similarities and differences'. Handling artefacts allows our pupils to use their senses and strengthen their understanding of different aspects of their topic. It also has allowed pupils to develop questioning and problem solving skills. Pupils can then understand how we learn about the past and evaluate their reliability.

Programmes of study

Please see our 'Whole School History Journey'

Curriculum Impact

What difference is the curriculum making? How do you know whether pupils know what you think they know?

Our History Curriculum is high quality, well thought out and planned to demonstrate progression. Children will become more analytical and improved critical thinkers, making informed and balanced judgements based on their knowledge of the past. They will develop understanding of how historical events have shaped the world that they currently live in, enabling pupils to place themselves and their families in the world. Pupils will be engaged in a valid historical enquiry or puzzling key question through which the learning grows over the sequence of lessons.

We measure the impact of our History curriculum using the following measures:

- Evidence from children's books will show a broad and balanced History curriculum, demonstrating appropriate pitch and challenge. Standards in History will be high and will match standards in other subjects such as English and Maths.
- Our Long-Term Plan (LTP) will show a clear progression of knowledge and skills across Key Stage 1 and 2 that builds on prior knowledge.
- Pupil discussion about their learning.
- Termly teacher judgements track progress and inform subsequent planning. (Following our History Progression map, this document follows the year group through the school so teachers can see what has been covered.)
- We also track & monitor individual progress through our key performance indicators on a termly basis.
- Children receive regular feedback and marking follows the school's marking policy.

Recording & Resources

In history, pupils will record their learning in the following ways:

- Topic books
- Foundation Individual Learning Journey

This may take the form of photographs, pictures, notes or written work, and may be worksheet-based or fully independent, group work, iPad based (using internet or apps such as keynote, google earth/maps, studying & manipulating primary & secondary sources.

We also enhance our curriculum, by using speakers from the local area, we work with local museums to loan artefacts/resources, go out on local visits, trips to museums/places of historical meaning/interest. We have professionals from companies such as 'Portals of the Past' or video calls from places we would be unable to travel to such as 'Skara Brae Visitor Centre' as well as visits or video calls with historians.

Roles & Responsibilities

Headteacher

The headteacher at our school will:

- Support the subject leader but also hold them to account for the effectiveness of the subject
- Support staff through the provision of training and resources
- Monitor the planning and delivery of the subject
- Ensure the requirements of the National Curriculum are met
- Ensure this policy is reviewed according to the timescales set out

Subject leader

The subject leaders at our school will:

- Prepare and review subject policy and curriculum plans
- Promote the study of the subject throughout the school
- Monitor the teaching and assessment of the subject
- Attend appropriate CPD
- Stay informed regarding developments in the study and teaching of the subject
- Evaluate resources
- Provide training and CPD to staff on the subject curriculum and its delivery, and keep them informed about subject developments nationally
- Assess the impact of the subject curriculum on pupils' learning and development
- Make presentations to governors on the subject and how it is being taught

Link governor

The link governor responsible for History at our school will:

- Monitor the impact of the subject across the school and on pupils
- Monitor teacher workload and professional development
- Ensure subject action plans are suitable
- Monitor the quality of resources
- Keep track of pupil and parent engagement with the subject
- Keep up to date with the curriculum (what's taught, why it's taught, and how it's taught)

Classroom teacher

Classroom teachers at our school will:

- Teach and assess the subject according to the principles laid out in this policy, long and medium term plans & progression documents
- Report to the subject leader
- Maintain subject knowledge and appropriate CPD

Parents

The parent community at our school will:

- Make sure their children are prepared for learning
- Monitor the completion of homework
- Read the knowledge organiser sent at the beginning of each term.

Inclusion

At Sparken Hill Academy, we believe that all children are entitled to a broad, balanced and relevant curriculum, through which we support children with additional needs. We encourage all of our children to achieve their full potential and to be fully involved with both first hand historical experiences and resource investigation. We strive to ensure all educational visits and speakers are fully accessible to all children in our school. When planning for teaching and learning, we take into account the wide range of abilities of our children. All staff set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

Higher ability pupils

Low prior attainment

Disadvantaged backgrounds

SEND & Additional Needs

English as an additional language (EAL)

Teachers will ensure when planning that the needs of all pupils will be met and ensure that there are no barriers to every pupil achieving.

Links to other policies

This subject policy links to the following policies and procedures:

- Curriculum policy
- Assessment policy
- Marking policy
- SEN policy

Monitoring and review