HISTORY POLICY

Approved by:	**Castlefort Governing Body**	**Date: September 2026**
Signed by:	**Chair of the Governing Body**	
Last reviewed on:	**September 2025**	
Next review due by:	**September 2027**	

At Castlefort Academy, we are committed to providing all children with learning opportunities to engage in history. This policy reflects Castlefort Academy's values and philosophy in relation to the teaching and learning of history. It sets out a framework within which teaching and non-teaching staff can work within, and gives guidance on planning, teaching and assessment.

Philosophy

History is about real people who lived, and real events which happened in the past. History is concerned with sequence, time and chronology and is the study of evidence about the past; it gives us a sense of identity, set within our social, political, cultural and economic relationships. History fires the children's curiosity about the past in Britain and the wider world and plays an essential part in preparing us for living and working in the contemporary world. Pupils consider how the past influences the present, what past societies were like, how these societies organised their politics, and what beliefs and cultures influenced people's actions. As they do this, children will be able to develop a chronological framework for their knowledge of significant events and people. They will see the diversity of human experience, and understand more about themselves as individuals and members of society. What they learn can influence their decisions about personal choices, attitudes and values. In history, children find evidence, weigh it up and reach their own conclusions. To do this they need to be able to research, sift through evidence, and argue for their point of view - skills that are prized in adult life.

Aims and objectives

At Castlefort Academy, we are committed to providing all children with learning opportunities to engage in history. We believe History is an essential part of the curriculum, it provides a means of exploring, appreciating and understanding the world in which we live and how it has evolved. History is about real people who lived, and real events which happened in the past. History is concerned with sequence, time and chronology and is the study of evidence about the past; it gives us a sense of identity, set within our social, political, cultural and economic relationships. History fires the children's curiosity about the past in Britain and the wider world and plays an essential part in preparing us for living and working in the contemporary world. Pupils consider how the past influences the present, what past societies were like, how these societies organised their politics, and what beliefs and cultures influenced people's actions. As they do this, children will be able to develop a chronological framework for their knowledge of significant events and people. They will see the diversity of human experience, and understand more about themselves as individuals and members of society. What they learn can influence their decisions about personal choices, attitudes and values. In history, children find evidence, weigh it up and reach their own conclusions. To do this they need to be able to research, sift through evidence, and argue for their point of view - skills that are prized in adult life.

The aims of our history curriculum are to enable children to:

- To enthuse the children with curiosity and understanding of events, places and people in a variety of times and environments.
- To develop an interest in the past and an appreciation of human achievements and aspirations.
- To understand the values of our society.
- To learn about the major issues and events in the history of our own country and the wider world, understanding how these events may have influenced one another.
- To develop a knowledge of chronology within which the children can organise their understanding of the past.
- To understand how the past was different from the present and that people of other times and places may have had different values and attitudes from ours.

Teaching and Learning in History in EYFS

Within the Early Years at Castlefort Academy, the children are given the opportunity to find out about past and present events in their own lives, and those of their families and other people they know. In Early Years, history makes a significant contribution to developing a child's 'knowledge and understanding of the world' through activities such as looking at pictures of famous people in history or discovering the meaning of new and old in relation to their own lives.

Teaching and Learning in Key Stage 1

The National Curriculum Programme of Study at Key Stage 1 focuses on developing children's awareness of the past, using common words and phrases relating to the passing of time. They should 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. Children should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Key Stage 1 pupils at Castlefort Academy are introduced to history through their curriculum lessons. During these lessons, the pupils will be taught about:

- Changes within living memory.
- Events beyond living memory that are significant nationally or globally.
- The lives of significant individuals in the past who have contributed to national and international achievements.
- Significant historical events, people and places in their own locality.

Teaching and Learning in Key Stage 1

During Key Stage 2 pupils will continue to develop a chronologically secure knowledge and understanding of British, local and world history. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. The following topics are taught to enable a chronology of significant times from the past:

- Changes in Britain from the 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: The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.

History Curriculum Planning

Within the academic year, children study History in blocks, as outlined in the overall curriculum framework overview. This allows children to enhance their historical knowledge and develop their historical skills through focused learning, throughout the duration of each block. This model also promotes the achievement of a greater depth of understanding by the end of a unit.

At Castlefort Academy, history is taught through a topic based approach alongside the subjects Design Technology, Geography and Art and Design. Our Creative Curriculum is carefully planned to engage and excite all our learners. In order to provide Castlefort Academy with a high quality curriculum, it is the driving force for our planning. Our long-term and medium-term plans map out the skills and themes covered each term for each key stage. These plans define what will be taught and ensure an appropriate balance and distribution of work across each term.

Assessment and Recording

We assess children's work in History by making informal judgements as we observe them during lessons. On completion of a piece of work, the teacher marks the work and comments as necessary. Where applicable, the teacher gives advice on the next steps for learning. We report progress in history to parents at the end of the year through the written reports. All of our history objectives are taken from the 2014 National curriculum for each key stage.

Records of progress in history:

- Each child from Year 1-6 has a history book which is used weekly/fortnightly.
- At the start of each unit is a big picture sheet with the learning challenges.
- Before each topic begins, the children will complete a prior learning quiz to demonstrate the knowledge that they have retained in previous years around topics that are relevant to their new and extended learning.
- At the end of each topic the children complete a short essay to show their knowledge and understanding of what has been taught.
- Examples of children's work, parent workshops, children's evaluations, photographs and celebrated in the class book.

Policy monitoring

The history lead at Castlefort Academy is responsible for the monitoring and implementation of this policy. The subject leader reports to the Headteacher on the effectiveness of the policy and to the governing body upon its review.

As part of the introduction to each new geographical topic, teachers review what the children know already and identify what children would like to learn, to inform the programme of study so that it takes account of children's interests. A working wall will be used to support and celebrate learning throughout each unit of work and this will also be used to support the acquisition of key knowledge and the accurate use of key vocabulary.

In each lesson, children are guided towards the learning outcome through the use of success criteria. The learning outcome and success criteria are shared at the beginning of the lesson and reviewed by children at the end. They are subsequently used by the teacher during the assessment and review of children's work and are used to identify individual target areas.

Learning outside the classroom is a key feature of History lessons and specific activities are mapped and planned. There are progressive throughout the school and support the geographical skills and fieldwork strand.

Lessons are planned to ensure that key knowledge is developed over time, over the course of each history block and in the correct sequence. Key knowledge is reviewed by the children and rigorously checked and consolidated by the teacher at the end of each unit of work as part of the school's assessment of history. Lessons within each unit are also planned to ensure the systematic development of the key identified skills across the school.

Cross-curricular links

At Castlefort, core subjects are taught in discrete allotted times on the timetable, however we know that there are links to other subjects, where appropriate.

Maths
The use of place value, number lines ties in well with the teaching of time lines during maths lessons.
English
History has an important link to English as a lot of the texts that children read over their school life-time are based on our history topics to enhance and deepen the children's knowledge. It is therefore important for children to have a base knowledge of historical times and events. The use for discussion in history is also used to build confidence in speaking and listening and can help to form balanced arguments and an understanding of perspective and empathy. Children can also improve their writing skills with links to History, particularly of non-fiction texts, by writing reports and fact files about given locations.

Computing
History is a subject that can have a lot of computing links within it. Children are often asked to research specific people or events from history and create reports and fact files to show what they have found. Within this the children are taught how to search the internet safely and how to find exact results to relate to their topic by using Ipads and laptops. Children will have access to VR sets this year to broaden their knowledge and experiences through the digital world.

Inclusion

All pupils are entitled to access the history curriculum at a level appropriate to their needs.

To ensure inclusion, teachers use a range of strategies in line with the school's inclusion plan. Independent tasks, as well as teaching, are also well-adapted to ensure an appropriate level of challenge. The school makes full use of additional adults who are deployed effectively to ensure that identified children are able to make progress in each curriculum area, according to their full potential.

Homework Projects
Every year group from Year 1- 6 will have a history project linked to their current topic to develop curiosity for a particular area of history linked to their half termly topic. These homework projects are celebrated in school and photographs are recorded in the class books.

Assessment and Recording

Assessment for learning is continuous throughout the planning, teaching and learning cycle. Assessment is supported by use of the following strategies:

- Observing children at work, individually, in pairs, in a group and in class during whole class teaching.
- Using differentiated, open-ended questions that require children to explain and unpick their understanding.
- Providing effective feedback, including interactive marking and questioning where appropriate, to engage children with their learning and to provide opportunities for self-assessment, consolidation, depth and target setting.
- Book moderation and monitoring of outcomes of work, to evaluate the range and balance of work and to ensure that tasks meet the needs of different learners (with the acquisition of the pre-identified key knowledge of each topic being evidenced through the outcomes).
- Use of the 'what I know already, what I want to know and what I have learnt' strategy throughout a unit, alongside specific and measureable learning outcomes for each lesson.
- Child and teacher review of both the agreed success criteria at the end of each lesson and the key knowledge

at the end of each unit, to inform focused consolidation where this is necessary.

Records of progress in history:

- Each child from Year 1-6 has a history book.
- At the start of each unit is a 'big picture' sheet with the learning objectives.
- At the end of each topic the children complete quizzes and/or a double-page spread (essay) to show their knowledge and understanding of what has been taught.

Resources

We have a range of resources to aid the teaching of history at Castlefort. We have a variety of artefacts and history-related text books found in the school library. The continued development of VR sets to widen and deepen the knowledge and experiences for our children is fantastic and we will continue to use these more often across the school. We also have some more topic specific resources – artefacts, photographs etc. Any requests for new resources are sent by staff to the History leader.

Subject Monitoring- roles and responsibilities

The subject leader's responsibilities are:

- To ensure a high profile of the subject.
- To ensure a full range of relevant and effective resources are available to enhance and support learning.
- To ensure progression of the key knowledge and skills identified within each unit and that these are integral to the programme of study and secure at the end of each milestone.
- To monitor books and ensure that key knowledge is evidenced in outcomes, alongside and supported by SLT.
- To monitor planning and oversee the teaching of history.
- To lead further improvement in, and development of, the subject as informed by effective subject overview.
- To ensure that the history curriculum has a positive effect on all pupils, including those who are disadvantaged or have low attainment.
- To ensure that the history curriculum takes account of the school's context, promotes children's pride in the local area and provides access to positive role models to enhance the History curriculum.
- To ensure that approaches are informed by and in line with current identifies good practice and pedagogy; to attend regular opportunities for CPD.
- To establish and maintain existing links with external agencies and individuals with specialist expertise to enrich teaching and learning in history.