History POLICY

Date effective: October 2026

Review cycle: Two Yearly

Review date: October 2028

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Definition

History is a way of learning about the past that allows children, through first-hand experiences, historical sources and evidence, to develop their knowledge and understanding of Britain and the wider world. These experiences should enable children to explore and question the past, make connections between people, events and societies, understand change and continuity, and develop their ability to interpret and communicate their understanding of history.

Aims

- To incorporate our school values into all lessons, to develop the children as confident, positive learners.
- To help pupils develop a sense of identity through learning about their family, the development of their community, Britain, Europe and the world.
- To introduce children to what is involved in understanding and interpreting the past.
- To develop a range of skills necessary for historical enquiry and interpretation.
- To arouse an interest in the past and an appreciation of human achievement and inspirations.
- To understand the present in the light of the past; the influence that events in the past have in shaping the present.
- To develop children's knowledge and understanding of major issues and events in the history of their own country and others.
- To develop an understanding of the concepts of time and chronology, in order to provide a framework for understanding the past.
- To understand the difference between the past and present and that people of other times and places may have held different values and attitudes from ours.
- To communicate clearly employing a wide range of media.
- To enrich other areas of the curriculum.

History Curriculum Intent:

To ignite children's curiosity about the past and to equip them with the skills and knowledge to understand the impact of events over time and analyse the influence these have on the present.

Curriculum

All children have access to the Early Years Foundation Stage Curriculum and History Curriculum. At Hill Farm we use a bespoke curriculum plan which progressively builds on knowledge and skills. Children cover an array of topics that have been chosen by a dedicated curriculum team. They repeatedly use the same skills and knowledge categories which is built on year on year to embed learning into the long term memory. Historical vocabulary is taught throughout and as a Voice 21 school, our curriculum has a strong oracy focus which provides pupils with regular opportunities to learn to talk and to learn through talk. High expectations of oracy and vocabulary are embedded throughout our history curriculum.

National Curriculum

- The National Curriculum aims to ensure that all pupils:

- 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.
- 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.

Key Stage 1:

In KS1, pupils should develop an 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. They 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. In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Pupils should be taught about:

- 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, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, 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.

Key Stage 2:

In KS2, pupils should 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. 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. They 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. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content

Pupils should be taught about:

- 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: 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 900-1300

Historic Skills

Historic skills are mapped out across each year group so pupils can build on prior learning year in year. These will all have links to the substantive and disciplinary knowledge categories to ensure that these ae built on year on year.

CURRICULUM	CHARACTER	COMMUNITY
History Curriculum Overview		
Intent: To ignite children's curiosity about the past and to equip them with the skills and knowledge to understand the impact of events over time and analyse the influence these have on the present.		
Substantive Knowledge	• This is the established facts and knowledge that we want to transfer into the pupil's long-term memory. • This knowledge is shared via pupil knowledge organisers. • This substantive knowledge has been categorised into **ten substantive knowledge categories** to support children in making links with previous knowledge and building historical schemas.  • Detailed progression of substantive knowledge is outline in the progression document.	
Disciplinary Knowledge Concepts	• This is pupil's knowledge of how historians investigate the past and how they construct historical claims, arguments and accounts. • This knowledge has been identified and categorised into **seven disciplinary knowledge concepts** to support children in making links with previous knowledge and building historical schemas. **H1.** Chronological Understanding - Developing a chronologically secure knowledge of history. **H2.** Historical Investigation & Interpretation – Asking questions about the past and seeking answers by recognising different ways the past is represented. **H3.** Change & Continuity – Identifying similarities and differences between the past and present. **H4.** Cause & Consequence – Identifying historical actions/events and the impact of these on society. **H5.** Historical Significance – Identifying historically significant people and events from the past. **H6.** Diversity – Recognising and describing social, religious and ethnic diversity in Britain and the wider world. **H7.** Communicating Historically – Using accurate historical vocabulary and techniques to show understanding of knowledge and key concepts. • Detailed progression of disciplinary knowledge for each phase is outlined in the progression document.	

Substantive Knowledge Categories	
	Throughout history people have organised themselves into **settlements**. Aspects of knowledge that may be included in this category are: homes (including the types of materials used and construction techniques); sanitation; heating; public facilities (e.g. libraries, bath houses); monuments and memorials; gathering places (e.g. citadels, amphitheatres, town squares); the nature of a settlement (e.g. villages, towns, cities); defences and important features (e.g. proximity to a river or sea port).
	**Beliefs** often form the basis for day-to-day routines and practices. By organising knowledge into belief systems, students can begin to understand why people acted as they did. Aspects of knowledge that may be included in this category are: pagan practices; organised religions; key events (e.g. sacrifice); ideologies and symbols.
	Evidence of **culture and pastimes** exists from some of the earliest civilisations. Aspects of knowledge that may be included in this category are: artworks; artists and artisans; jewellery; architecture and architects; games; sports; plays and theatre; music and instruments; great thinkers and big ideas (e.g. the Enlightenment) and stories and books.
	It is a common misconception that events or periods in history were widespread or even global. For example, we sometimes think that the Romans ruled the whole world until the Anglo-Saxons came along to oust them, followed by the Vikings. Knowing that history involves both time and **place** is important in forming meaningful knowledge. Aspects of knowledge that may be included in this category are: modern geographical locations (e.g. Iran); historical geographical locations (e.g. Mesopotamia); multiple locations, including the associated terminology (e.g. empire, commonwealth, union) and movement and its associated terminology (e.g. migration, immigration, invasion, exploration, conquest).
	History is often thought of in terms of **events** and when they took place. Aspects of knowledge that may be included in this category are: key 'stories' and events; dates and durations; key figures; the changes (or continuity) brought about by events (including achievements and legacies) and significant events that happened elsewhere at the same or a similar time (e.g. the Iron Age in Western Europe was at a similar time to the birth of Christ).
	How people throughout history have found **food** to sustain themselves is an important part of historical knowledge. Aspects of knowledge that may be included in this category are: main food groups (e.g. grains, fish); popular foods and dishes; methods of collection (e.g. hunter-gatherers, farming); important technological breakthroughs (e.g. plough – for cultivating land, shaduf – for irrigation); use of animals and trade in foods and spices.
	How people have **travelled**, and how far they have travelled, has developed dramatically throughout history. Aspects of knowledge that may be included in this category are: types of transport and how they were powered (e.g. foot and animals); technological advancements and their pioneers; breakthrough events (e.g. the Moon landings); reasons for travel (e.g. to explore, conquer, trade, survive); trade routes and holidays and how they have changed because of transport.
	**Conflict** has affected human behaviour throughout history. Aspects of knowledge that may be included in this category are: historic events; reasons for conflict (e.g. invasions); weapons; defences; resistance; tactics; types of conflict (e.g. battles, wars) and resolutions to conflicts.
	**Society** is the way that groups organise themselves. Aspects of knowledge that may be included in this category are: life for different sections of society (e.g. rich and poor, men and women, adults and children, urban and rural); education; crime and punishment; health and medicine; clothing and social organisation (e.g. nation states, systems of government).
	Evidence, both first hand (primary) and interpretations (secondary) helps historians to understand what happened in the past. **Artefacts**, a form of first-hand evidence, are the everyday objects left behind that act as clues as to what life in the past may have been like. Aspects of knowledge that may be included in this category are: tools; ornaments; household items; coins; diaries; historical accounts and newspaper reports.

EYFS – Nursery – Specific Area: Understanding the World			
Through a variety of topics, children will work towards these end of year goals (see EYFS progression documents for Nursery breakdown): ELG: Past and Present. Children at the expected level of development will: - 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.			
Substantive Historical Knowledge Context			**Disciplinary Knowledge Concepts**
Autumn 1 Who am I?		To discuss memories of people and events from children's own history (living memory) To discuss the roles of various people in society.	H1. Chronological understanding H7. Communicating historically
	Aspirational Experience(s)	Visit from various people in the community.	
Autumn 2 What can you hear?		To explore festivals and celebrations and explore the history behind these (Christmas, Diwali) To discuss memories of people and events from children's own history (living memory) related to celebrations.	H1. Chronological understanding H6. Diversity H7. Communicating historically
	Aspirational Experience(s)	Festival Celebrations	
Spring 1 & 2 Where does it come from?		To know how food has changed over time and some reasons for this	H1. Chronological understanding H3. Change and continuity H7. Communicating historically
	Aspirational Experience(s)		
Summer 1 & 2 Where do animals live?		To further explore roles in society To explore homes of different people. To discuss memories of events from own children's history.	H1. Chronological understanding H7. Communicating historically
	Aspirational Experience(s)	Mini Beast Workshop (Linked with Reception)	

EYFS – Reception – Specific Area: Understanding the World			
Through a variety of topics, children will work towards these end of year goals (see EYFS progression documents for Reception breakdown): ELG: Past and Present. Children at the expected level of development will: - 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.			
Substantive Historical Knowledge Context			**Disciplinary Knowledge Concepts**
Autumn 1 Is it okay to be different?		To discuss memories of people and events from children's own history (living memory - families) To discuss the roles of various people in society. To compare the past to the present via texts/stories	H1. Chronological understanding H3. Change and continuity H7. Communicating historically
	Aspirational Experience(s)	Visit from nurse, policeman or a fireman.	
Autumn 2 Will you tell me a story?		To explore Remembrance Day and the meaning behind it. To know how food production has changed over time.	H1. Chronological understanding H5. Historical significance H7. Communicating historically
	Aspirational Experience(s)	Story telling workshop with links to the past.	
Spring 1 How do we travel?		To identify how transport has changed over time and exploring some reasons for this.	H1. Chronological understanding H2. Historical Investigation and Interpretation H3. Change and continuity H7. Communicate historically
	Aspirational Experience(s)	Children to ride on bus or coach within Coventry.	
Spring 2 Where can we go?		To discuss significant astronauts from the past.	H1. Chronological understanding H5. Historical Significance H7. Communicating historically
	Aspirational Experience(s)	Google Earth	
Summer 1 What are mega beasts?		To compare the past to the present via texts/stories To understand why dinosaurs are extinct To know about Mary Anning and why she is famous. To explore fossils and what they tell us.	H1. Chronological understanding H2. Historical Investigation and Interpretation. H5. Historical Significance H7. Communicating historically
	Aspirational Experience(s)	Virtual Museum Exploration	
Summer 2 What are mini beasts?	**Not covered in this unit**		

Year 1			
	Substantive Historical Knowledge Context/ NC Coverage *Refer to knowledge organiser for detailed substantive knowledge and key vocabulary.* *Use progression documents and knowledge categories to recognise prior knowledge - building on prior knowledge and identifying what pupils are leading to.*		**Disciplinary Knowledge Concepts**
Autumn 1 What makes us all unique?		Changes within living memory – where appropriate, these should be used to reveal aspects of change in national life. Toys. Significant historical events, people and place in their own locality.	H1. Chronological understanding H2. Historical investigation & interpretation H3. Change and continuity H5. Historical significance H6. Diversity H7. Communicating historically
	Aspirational Experience(s)	Visit to local care home.	
Autumn 2 What's in the Wondrous Woods?	**Geography Focus**		
Spring 1 & 2 Superheroes: Do they live amongst us?		The lives of significant individuals in Britain's past who have contributed to national and international achievements – Florence nightingale and Mary Seacole Key events in the past that are significant nationally and globally, particularly those that coincide with festivals or other events that are commemorated throughout the year – Crimean War and impact on hospitals/care homes	H1. Chronological understanding H2. Historical investigation & interpretation H3. Change and continuity H4. Cause and Consequence H5. Historical significance H6. Diversity H7. Communicating historically
	Aspirational Experience(s)	Mary Seacole/Florence Nightingale workshop in school	
Summer 1 & 2 Who calls the outback home?		The lives of significant individuals in Britain's past who have contributed to national and international achievements – James Cook Events beyond living memory that are significant nationally or globally – discovery of Australia Identify similarities and differences between ways of life in different periods – Compare Australia in past and present day.	H1. Chronological understanding H2. Historical investigation & interpretation H3. Change and continuity H5. Historical significance H6. Diversity H7. Communicating historically
	Aspirational Experience(s)	To make virtual links with Australian School	

Year 2			
	Substantive Historical Knowledge Context/ NC Coverage *Refer to knowledge organiser for detailed substantive knowledge and key vocabulary.* *Use progression documents and knowledge categories to recognise prior knowledge - building on prior knowledge and identifying what pupils are leading to.*		**Disciplinary Knowledge Concepts**
Autumn 1 & 2 A Kingdom United: One Kingdom or More?		The lives of significant individuals in Britain's past who have contributed to national and international achievements – Key Monarchs (past and present) The lives of significant individuals in Britain's past who have contributed to national and international achievements- Samuel Pepys, Guy Fawkes	H1. Chronological understanding H2. Historical investigation & interpretation H3. Change and continuity H4. Cause and Consequence H5. Historical significance H6. Diversity H7. Communicating historically
	Aspirational Experience(s)	To write a letter and receive a reply to King Charles	
Spring 1 Fire: Should we Fear it or Fight it?		Events beyond living memory that are significant nationally or globally– The Great Fire of London. Bonfire night/ Gun powder plot	H1. Chronological understanding H2. Historical investigation & interpretation H3. Change and continuity H4. Cause and consequence H5. Historical significance H6. Diversity H7. Communicating historically
	Aspirational Experience(s)	Visit to Selly Manor Visit form local Fire Brigade	
Spring 2 Equality & Diversity: Can one person have an impact on equality?		The lives of significant individuals in Britain's past who have contributed to national and international achievements – Rosa Parkes, Emily Davidson	H1. Chronological understanding H2. Historical investigation & interpretation H3. Change and continuity H4. Cause and consequence H5. Historical significance H6. Diversity H7. Communicating historically
	Aspirational Experience(s)	Virtual links with a school where Rosa Parks lives.	
Summer 1 & 2 Incredible India: Where in the World?		The lives of significant individuals in Britain's past who have contributed to national and international achievements – Ghandi	H1. Chronological understanding H2. Historical investigation & interpretation H3. Change and continuity H5. Historical significance H6. Diversity H7. Communicating historically
	Aspirational Experience(s)	Heritage Event with food/cultural activities with Indian families within the school community. Virtual links with school in India.	

Year 3			
	Substantive Historical Knowledge Context/ NC Coverage *Refer to knowledge organiser for detailed substantive knowledge and key vocabulary.* *Use progression documents and knowledge categories to recognise prior knowledge - building on prior knowledge and identifying what pupils are leading to.*		**Disciplinary Knowledge Concepts**
Autumn 1 Coventry: What is our culture?		A local history study – Coventry.	H1. Chronological understanding H2. Historical investigation & interpretation H3. Change and continuity H4. Cause and consequence H5. Historical significance H6. Diversity H7. Communicating historically
	Aspirational Experience(s)	Take bus into Coventry city centre and walk round key landmarks (Lady Godiva, Cathedrals, Three Spires)	
Autumn 2 Stone Age: Should we dig up the Past?		Changes in Britain from Stone Age to Iron Age	H1. Chronological understanding H2. Historical investigation & interpretation H3. Change and continuity H4. Cause and consequence H5. Historical Significance H6. Diversity H7. Communicating historically
	Aspirational Experience(s)	Stone Age Trip to Ryton Pools	
Spring 1 & 2 Are the Greeks Still Important?		Ancient Greece. – a study of Greek life and achievements and their influence on the western world	H1. Chronological understanding H2. Historical investigation & interpretation H3. Change and continuity H4. Cause and consequences H5. Historical Significance H6. Diversity H7. Communicating historically
	Aspirational Experience(s)	Virtual Museum Visit Greek Workshop	
Summer 1 & 2 Was Rome Built in a Day?		The Roman Empire and its impact on Britain.	H1. Chronological understanding H2. Historical investigation & interpretation H3. Change and continuity H4. Cause and consequence H5. Historical Significance H6. Diversity H7. Communicating historically
	Aspirational Experience(s)	Virtual Museum Trip Trip to Lunt Roman Fort	

Year 4			
	Substantive Historical Knowledge Context/ NC Coverage *Refer to knowledge organiser for detailed substantive knowledge and key vocabulary.* *Use progression documents and knowledge categories to recognise prior knowledge - building on prior knowledge and identifying what pupils are leading to.*		**Disciplinary Knowledge Concepts**
Autumn 1 & 2 Children: Should they be seen and not heard?		A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066– The Victorians.	H1. Chronological understanding H2. Historical investigation & interpretation H3. Change and continuity H4. Cause and consequence H6. Diversity H7. Communicating historically
	Aspirational Experience(s)	Black country Museum Visit	
Spring 1 & 2 Raiders or Traders?		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.	H1. Chronological understanding H2. Historical investigation & interpretation H3. Change and continuity H4. Cause and consequence H5. Historical significance H6. Diversity H7. Communicating historically
	Aspirational Experience(s)	Vikings Workshop Anglo Saxon Herbert Art Gallery Visit	
Summer 1 & 2 Europe: A Diverse Continent	**Geography Focus**		

Year 5			
	Substantive Historical Knowledge Context/ NC Coverage *Refer to knowledge organiser for detailed substantive knowledge and key vocabulary.* *Use progression documents and knowledge categories to recognise prior knowledge - building on prior knowledge and identifying what pupils are leading to.*		**Disciplinary Knowledge Concepts**
Autumn 1 & 2 Is it Right to Fight?		A local history study – Coventry Blitz (History of Hill Farm) A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - WW2.	H1. Chronological understanding H2. Historical investigation & interpretation H3. Change and continuity H4. Cause and consequences H5. Historical significance H6. Diversity H7. Communicating historically
	Aspirational Experience(s)	Trip to Beaumanor Hall	
Spring 1 Is Prevention better than cure?		A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. - History of deadly diseases and medical discoveries and impact.	H1. Chronological understanding H2. Historical investigation & interpretation H3. Change and continuity H4. Cause and consequences H5. Historical Significance H6. Diversity H7. Communicating historically
	Aspirational Experience(s)	Medieval Workshop/ Links with doctors	
Spring 2 Tomb Raiders: Should their Secrete be Shared?		Civilizations achievements and an in-depth study - Ancient Egypt	H1. Chronological understanding H2. Historical investigation & interpretation H3. Change and continuity H4. Cause and consequence H5. Historical significance H6. Diversity H7. Communicating historically
	Aspirational Experience(s)	Online museum visit	
Summer 1 What is out of this World?		A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066- Cold War	H1. Chronological understanding H2. Historical investigation & interpretation H3. Change and continuity H4. Cause and consequence H5. Historical significance H6. Diversity H7. Communicating historically
	Aspirational Experience(s)	Space dome to visit school	
Summer 2 Do only the fittest survive?	**Geography Focus**		

Year 6			
	Substantive Historical Knowledge Context/ NC Coverage *Refer to knowledge organiser for detailed substantive knowledge and key vocabulary.* *Use progression documents and knowledge categories to recognise prior knowledge - building on prior knowledge and identifying what pupils are leading to.*		**Disciplinary Knowledge Concepts**
Autumn 1 & 2 Earth: Fractured or Flourishing?	**Geography Focus**		
Spring 1& 2 Does the Time fit the Crime?		A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – Changes in Crime and Punishment (retrieval of various periods and exploring change and continuity)	H1. Chronological understanding H2. Historical Investigation & Interpretation H3. Change and continuity H4. Cause & consequence H5. Historical significance H6. Diversity H7. Communicating historically
	Aspirational Experience(s)	Virtual museum visit	
Summer 1&2 Mayans: Civilised Civilians?		A non- European society that contrasts with British history - Mayan Civilization c. AD 900	H1. Chronological understanding H2. Historical Investigation & Interpretation H3. Change and continuity H5. Historical significance H6. Diversity H7. Communicating historically
	Aspirational Experience(s)	Visit to Cadbury's World	

Assessment

The assessment of children's learning in History is undertaken in several ways to ensure that the intended knowledge and skills are transferred into the children's long-term memory.

Within lessons, teacher continuously undertake formative assessment and use a range of adaptive teaching strategies to address misconceptions and gaps in learning at the point of delivery. In addition, same day catch up may be actioned to address pupils that have demonstrated a lack of understanding. At the ends of each lesson, pupils complete a golden sentence that allows both pupils and teachers to gauge understanding against the knowledge takeaway.

Retrieval practice is planned for each lesson, which allows teachers to undertake assessments at a later date and to allow pupils to practice retrieving knowledge and skills. These outcomes inform teacher end of term assessments, and inform further retrieval practice.

End of unit POP tasks are completed by all pupils which allow teachers to assess progress against the intended knowledge and skills.

All the above are then used to inform an end of term judgement against the progression documents for each pupil. These judgements are recorded on Arbor and are used by subject leaders to assess the effectiveness of our curriculum and to inform next steps in planning, and teaching.

Monitoring, planning and Evaluation

Long term history planning, mapped out by the subject leaders, is informed by the National Curriculum, ensuring coverage of all the key subject content. small steps with key knowledge takeaways are mapped out for teachers, and these are used to inform weekly lessons which are

engaging and exciting. In addition to this, aspirational experiences are planned to enhance the children's learning and to develop pupil's cultural capital and hands-on experiences.

The teaching and planning of the History curriculum is regularly quality assured by the subject leader alongside a member/members of the Senior Leadership Team. The subject leader attends regular training to ensure that they have string knowledge and skills to lead the subject effectively and to ensure our curriculum intent is met.