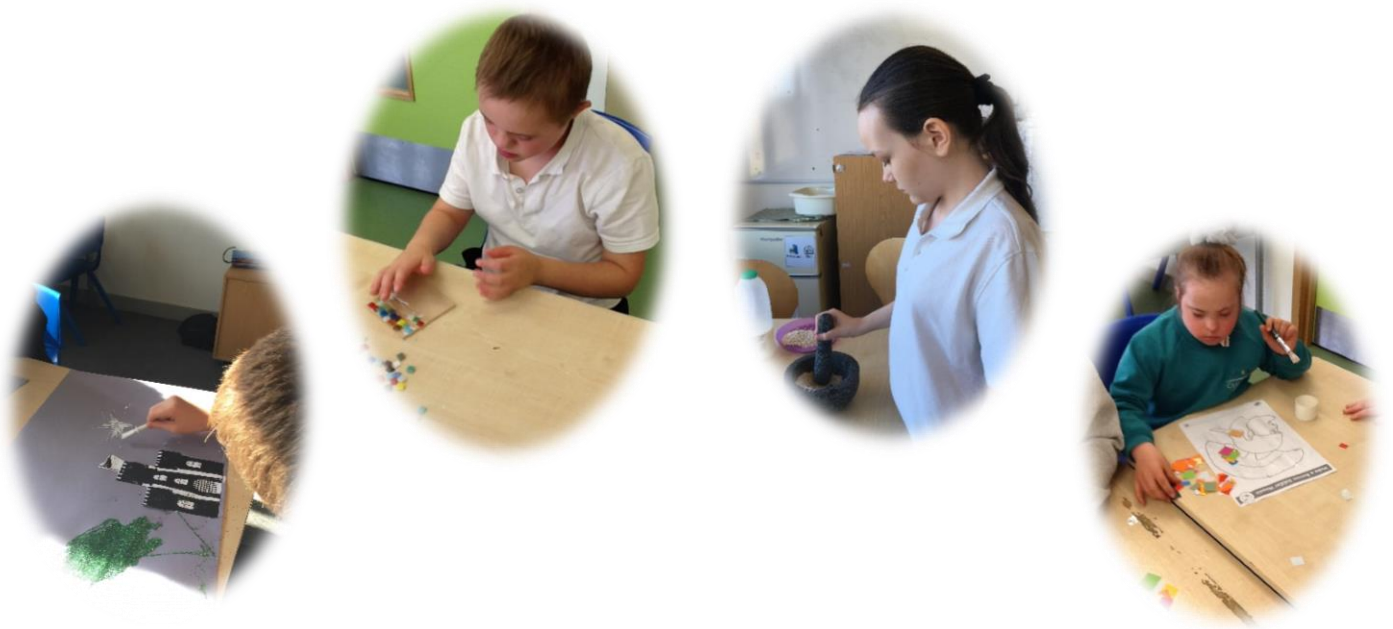




History Curriculum Policy



September 2024

History

Statement of Intent

"A people without the knowledge of their past history, origin and culture is like a tree without roots."

Marcus Garvey

Intent

For some of our learners, history may remain focused entirely on their own sense of the past; thinking about and understanding past events in their own lives, noticing change over time, and developing a sense of self and knowledge of the world from building on what has happened previously. History at Cann Bridge aims to ensure our learners can use their knowledge of past events to positively affect the choices and decisions they make in the present.

At Cann Bridge we wholeheartedly, actively promote the historical global achievements of women, [global majority](#) and LGBTQ+ communities in shaping our shared history. At Cann Bridge we champion an inclusive multi-cultural Curriculum to ensure all learners are included and represented as we learn and develop our critical thinking of Britain's past and our understanding of world history.

"It is vital that schools teach pupils an accurate account of history from global perspective and in doing so we Prevent young people be radicalised and we safeguard our learners within all areas of the curriculum coverage" - Prevent duty guidance

The history curriculum at Cann Bridge School aims to empower learners by deepening their understanding of the world, by focusing on only some aspects on the KS1 National Curriculum under the following areas:

- Changes within living memory
- Events beyond living memory
- The lives of significant individuals in the past who have contributed to national and international achievements.

Cann Bridge's History curriculum does not aim to teach coherent, chronological narrative from the earliest times to present and the nature of ancient civilisations. Instead we teach an understanding of past events personally, locally, nationally and globally in a creative, stimulating and though provoking manor which appropriately matches the cognitive abilities of all learners.

Our curriculum is designed to support all learners to gain skills and knowledge about their world, locality, home school and community, deepening their cultural and environmental understanding and knowledge so they can become active, confident, as independent as possible participants in their environments, communities and beyond.

Implementation

At Cann Bridge School, our history curriculum is thoughtfully designed to cater to the diverse needs of our learners at different stages of their education. Our approach to History aligns with Early Years Framework Standards, Characteristics of Effective Learning, Early Learning Goals, and National Curriculum outcomes, ensuring a well-rounded and enriching History education for all our learners. For further details, please refer to the provided appendices.

Early Years and Key Stage 1 - Learners develop essential skills through specialist teaching practices, fostering independence and understanding of their surroundings. History is taught in a way to support the learners to

“make sense of their expanding world and their place within it through nurturing their wonder, curiosity, agency and explorative drive.” Birth to 5 Matters

The teaching of History integrates the learners' daily experiences, this encompasses knowledge about other people who are important to them, the place where they live, communities and about all aspects of the environment. As the learners learn about the world around them in a person-centred way through photography's of people who are important to them, family, friends, stories and continuous provision play this is the beginning of developing an understanding of the past and helps them to learn about how other people are different from them, yet share some of the same characteristics and ideas, this enhances the learners' understanding of connections with others. The teaching of History is primarily discreet learning and through continuous provision, but with short bursts of structured teaching at Key stage 1 and 2.

Key Stage 2 and Key Stage 3 - Learners follow either the Engagement Pathway or Subject Specific Pathway, ensuring a tailored approach to their history education. The Engagement Pathway emphasises sensory-based learning, encouraging curiosity and exploration through various engaging activities. For learners on the Subject Specific Pathway, geography and history are alternately taught, providing a comprehensive understanding of both subjects, which aligns to the National Curriculum which focuses on the following areas:

- 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

Curriculum Rolling Programme:

The curriculum rolling programme at Cann Bridge school ensures that learners' knowledge and skills in History progress throughout their time here, providing continuity and structure. Teachers have flexibility in planning to meet the diverse needs of learners, tailoring learning and delivery accordingly. The planning derived from the rolling programme informs continuous provision, discrete or explicit teaching, via the Engagement Pathway or Subject Specific Pathway. This range of learning opportunities including educational trips, stories, art and projects enables learners to apply their knowledge and skills, deepening their understanding of historical concepts.

Impact

To ensure the curriculum's effectiveness, a systematic monitoring and evaluation process is in place. Regular meetings are conducted by the Curriculum Team Leader for Understanding the World, involving the Understanding the World Team and the Subject Lead for Humanities. Learners' progress is tracked using the school summative assessment system, Connecting Steps, which assesses specific learning outcomes related to Early Steps, Engagement Steps and Progression Steps. Ongoing formative assessment is captured as evidence using Evisense. More details of the school assessment processes are outlined in the schools Assessment, Marking, Recording Policy.

The Humanities Subject Lead collaborates with Key Stage Leads to review and adjust the curriculum as needed, enhancing its Intent, Implementation, and Impact. The school also conducts learning walks, recorded lesson observations, and evaluates educational off-site visits to ensure effective teaching and learning. The action plan for Understanding the World is updated termly, guiding the history policy and curriculum, which undergoes annual or more frequent reviews in response to updated subject guidance. This comprehensive monitoring and evaluation process ensures the history curriculum's continuous improvement and alignment with learners' needs and educational objectives. The Curriculum Policy is reviewed annually.

History Rolling Programme

Year group	Termly Topic		
	Autumn	Spring	Summer
EYFS	History taught through Understanding the World and Continuous Provision		
KS1 Year 1	Events Beyond Living Memory The sequence of time	Significant People Mary Seacole	Changes in Living Memory Royalty
KS1 Year 2	Significant Historical Events Guy Fawkes	Significant People My family	Significant People Mary Anning
KS2 Year 1	Events Beyond Living Memory The sequence of time	Changes in Living Memory My History	Significant People Nelson Mandela
KS2 Year 2	Events Beyond Living Memory How farming has changed?	Significant People Neil Armstrong	Significant Event The Great Fire of London

KS2 Year 3	<p>Significant Events</p> <p>Remembrance Day</p>	<p>Significant People</p> <p>Sir Francis Drake</p>	<p>Events Beyond Living Memory</p> <p>Similarities and differences of the beach between now and 100 years ago</p>
KS2 Year 4	<p>Events Beyond Living Memory</p> <p>History of toys</p>	<p>Significant People</p> <p>Stephen Hawking</p>	<p>Significant People</p> <p>Ibn Battuta</p>
KS3 Year 1	<p>Local History</p> <p>The Bronze Age</p>	<p>Roman Empire and it's impact on Britain</p>	<p>Anglo Saxon</p>
KS3 Year 2	<p>Sumer Civilisation</p>	<p>Ancient Egypt</p>	<p>Ancient Greek</p>

History Progression of Skills Document

Learners will access this progression document when they are following a subject specific curriculum

The progression of skills focussing on the following areas:

- Chronological Understanding
- Knowledge and understanding of events, people and changes in the past
- Historical Enquiry
- Historical Interpretation
- Organisation and Communication

Chronological Understanding

F	1	2	3	4	5	6
Use everyday language related to time	Understand the difference between things that happened in the past and the present	Understand and use the words past and present when telling others about an event.	Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)	Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)	Order significant events, movements and dates on a timeline	Order significant events, movements and dates on a timeline
Sequence pictures to show time order	Describe things that happened to themselves and other people in the past	Recount changes in my own life over time.	Use a timeline to place historical events in chronological order	Order significant events and dates on a timeline.	Describe the main changes in a period in history.	Identify and compare changes within and across different periods.

Talk about past and present events in their lives and lives of their families	Order a set of events or objects	Understand how to put people, events and objects in order of when they happened, using a scale the teacher has given me	Describe dates of and order significant events from the period studied.	Describe the main changes in a period in history.		Understand how some historical events occurred concurrently in different locations i.e. Ancient Egypt and Prehistoric Britain.
	Use a timeline to place important events	Use a timeline to place important events				
	Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. When my parents/carers were young.					

Knowledge and understanding of events, people and changes in the past

F	1	2	3	4	5	6
Listen to and recall simple Historical stories	Recall some facts about people/events before living memory	Use information to describe the past	Use evidence to describe the culture and leisure activities from the past	Use evidence to describe what was important to people from the past	Choose reliable sources of information to find out about the past.	Choose reliable sources of information to find out about the past.
Describe main story settings, events and principal characters	Say why people may have acted the way they did.	Describe the differences between then and now	Use evidence to describe the clothes, way of life and actions of people in the past	Use evidence to show how the lives of rich and poor people from the past differed	Give own reasons why changes may have occurred, backed up by evidence	Give reasons why changes may have occurred, backed up by evidence.
		Look at evidence to give and explain reasons why people in the past may have acted in the way they did	Use evidence to describe buildings and their uses of people from the past	Describe similarities and differences between people, events and artefacts studied	Describe similarities and differences between some people, events and artefacts studied	Describe similarities and differences between some people, events and artefacts studied
		Recount the main events from a significant event in history		Describe how some of the things I have studied from the past affect/influence life today.	Describe how historical events studied affect/influence life today.	Describe how some of the things studied from the past affect/influence life today.
					Make links between some of the features of past societies. (e.g.	Make links between some of the features of past societies. (e.g.

					religion, houses, society, technology.)	religion, houses, society, technology.)
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Historical Enquiry

F	1	2	3	4	5	6
Be curious about people and show interest in stories	Identify different ways in which the past is represented	Identify different ways in which the past is represented	Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past	Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums or galleries and visits to sites to collect evidence about the past.	Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past	Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past
Answer 'how' and 'why' questions ... in response to stories or events	Explore events, look at pictures and ask questions i.e, "Which things are old and which are new?" or "What were people doing?"	Ask questions about the past	Ask questions and find answers about the past.	Ask questions and find answers about the past.	Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions	Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions

Explain own knowledge and understanding, and asks appropriate questions	Look at objects from the past and ask questions i.e, “What were they used for?” and try to answer.	Use a wide range of information to answer questions			Investigate own lines of enquiry by posing questions to answer	Investigate own lines of enquiry by posing questions to answer
Know that information can be retrieved from books and computers						

Historical Interpretation

F	1	2	3	4	5	6
	Look at books, videos, photographs, pictures and artefacts to find out about the past	Look at and use books and pictures, stories, eye witness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past	Explore the idea that there are different accounts of history.	Look at different versions of the same event in history and identify differences	Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history	Evaluate evidence to choose the most reliable forms

				Know that people in the past represent events or ideas in a way that persuades others	Give reasons why there may be different accounts of history	Know that people both in the past have a point of view and that this can affect interpretation
					Evaluate evidence to choose the most reliable forms	Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past

Organisation and Communication

F	1	2	3	4	5	6
Record, using marks they can interpret and explain	Sort events or objects into groups (i.e. then and now.)	Describe objects, people or events in history	Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.	Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.	Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.	Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.

	Use timelines to order events or objects	Use timelines to order events or objects or place significant people			Plan and present a self-directed project or research about the studied period	Plan and present a self-directed project or research about the studied period
	Tell stories about the past	Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT				
	Talk, write and draw about things from the past					