



Pipworth Community Primary School



Article 28: I have a right to an education.

Article 29: I have a right to be supported to achieve in education.

Article 37: I have a right to not be punished in a cruel or hurtful way.

Article 38: I have a right to not join an army.

History Policy

Intent:

At Pipworth, we believe that high-quality history lessons inspire children to want to know more about the past and to think and act as historians. At our school, we teach history as a process of enquiry. We encourage children to ask and answer questions about the past based on sources, evidence and interpretations.

As a school, we have curated a history curriculum that aims to provide children with a coherent and progressive knowledge of Britain's past and the wider world. In Key Stage 1, we want children to develop an awareness of the past and in Key Stage 2, in order to help children gain a secure chronological understanding, we have chosen to teach the units on British history set out in the National curriculum, chronologically. We have planned the history curriculum at Pipworth in this way to ensure that current learning is linked to previous learning and children are able to make links between different periods.

Last year we enhanced our history curriculum so that it included more local studies. In Key Stage 1, children have the opportunity to explore their own history within the context of their local area before moving onto looking at Sheffield's rich industrial past in Key Stage 2.

At Pipworth Community Primary School, we have a rich and diverse range of cultures and therefore as a school we have made it a priority to update our curriculum so that it reflects the history of the people within our school and community. Wherever possible, we aim to make links across the curriculum to teach about this diversity.

As well as building chronological coherence, as a school we have also developed a set of substantive concepts, which will help children understand the nature of the past and make links. These are: Society and Civilisation, Power, Settlement and Settlers, Conflict and War, Exploration and Migration, Religion and Beliefs, Revolution and Change, Technical Advancement, Diversity and Empire. We teach these alongside the second order concepts set out in the National Curriculum, which are used in history to draw conclusions and frame other answers to questions.

Historically valid questions are used to guide pupils through a knowledge-rich approach to teaching history including both substantive and second order concepts.

By linking learning to a range of topics, children have opportunities to investigate and interpret the past, understand chronology, build an overview of Britain's past as well as that of the wider world, and to be able to communicate historically.

In order for our children to become historians, we aim to equip them with the following characteristics:

- An informed knowledge and understanding of people, events and contexts from a range of historical periods, including significant events in Britain's past;
- The ability to think critically about history and communicate ideas confidently to a range of audiences;
- The ability to support, evaluate and challenge their own and others' views using historical evidence from a range of sources;
- The ability to think, reflect, debate, discuss and evaluate the past by formulating and refining questions and lines of enquiry;
- A respect for historical evidence and the ability to make critical use of it to support their learning;
- A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics;
- A developing sense of curiosity about the past and how and why people interpret the past in different ways.

Implementation:

History is taught in blocks throughout the year, so that children achieve depth in their learning. Each unit of work begins with an enquiry question. The subject leader and curriculum co-ordinator have carefully planned these so that they tie in chronology, substantive and second order concepts. The sequence of lessons that follow it, all contribute knowledge and understanding in order to help answer the overarching question. Throughout the unit of work, teachers will help children build knowledge systematically and cumulatively as well as guiding them through a range of complex and contrary histories so that at the end of the unit of work, children will be well equipped to answer the enquiry question.

At the beginning of each unit, teachers refer to classroom and whole school timelines to develop children's understanding of chronology. Each topic is introduced with reference to the chronology of previous topics (including those from previous years). The chronology of the period being studied is then developed throughout the unit of work as well.

Children are provided with a knowledge organiser which outlines the key enquiries, 'sticky knowledge' and key vocabulary they must master.

Impact:

A wide range of strategies are used to measure the impact of our History curriculum. Our teaching sequence allows children to respond to a 'Big Question' developing skills and knowledge along the way. This leads to children being able to produce an end of unit piece of work reflecting all that they have learnt. Frequent opportunities for retrieval practice to prior learning allow teachers to revisit and to identify the knowledge absorbed into the long-term memory of individual pupils. As a result of this, pupils' misconceptions or gaps in subject knowledge are quickly

addressed and 'sticky knowledge' is committed to long term memory. Standards in history are monitored through the use of school progression documents.

Our Subject Leader will also monitor the effectiveness of the history curriculum through carrying out regular subject 'dip-ins'. These evaluations are quality assured by the Curriculum Lead and Senior Leadership.

The effectiveness of history is also monitored through pupil voice throughout the course of the year.

At Pipworth Community School we want all our pupils to have an understanding of the past and how history will shape their future. We believe that high-quality lessons encourage critical thinking; enhance the ability to weigh evidence and generate arguments; develop chronological understanding and allow pupils to develop their sense of perspective. Over and above all this, we want our pupils to understand that history is a construct and that it is created from the evidence that remains. Therefore, each unit of work is rich with a range of sources and evidence for children to interpret.

At Pipworth, our pupils are passionate about history. History is brought to life, enabling children to explore like detectives, uncover like archaeologists and interpret like historians. Children are given the opportunity to study a variety of primary and secondary sources, make predictions, build their historical knowledge and develop key history skills. 'Big questions' provide children with an enquiry-led approach to their learning, leading to them developing their own questions to investigate. Pipworth pupils are curious about the past and keen to understand how and why events occurred. This naturally leads them in to investigating why people interpret the past in different ways. As a school, we believe that high-quality history lessons encourage critical thinking, the ability to weigh evidence, the chance to form strong arguments, and allow pupils to develop perspective and judgement. Over their years at Pipworth, pupils experience a rich curriculum, learning about key historical events in Britain's past and how they shaped our present, as well as learning about historical civilisations and periods across the world.

Projects provide highly productive opportunities to use and apply literacy, numeracy and computing skills whilst learning history through a range of exciting, creative activities. Out of classroom learning is essential and many stimulating varied 'beyond the classroom' learning experiences are planned in advance to enhance children's learning.

Teaching and Learning

The National Curriculum for history aims to ensure that all pupils;

- know and understand the history of these areas 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;
- understanding 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.

SEND

Through the History curriculum we provide high quality teaching for all our pupils including those with SEND. We do this through:

- Scaffolding
- Explicit Instruction
- Technology
- Cognitive and Metacognitive strategies: chunking, collaborative learning, pre teaching vocabulary, revisiting prior learning
- Flexible groupings
- Quality Interventions
- Rosenshine's Principles of Instruction

EYFS

Although history isn't taught as a distinctive subject until Year 1, children start to develop a knowledge of the past, which runs through all 7 areas of learning. Before children learn about the lives of others, children start to make sense of their own life story and family history. These personal experiences help children to start to understand what is meant by 'the past'.

In addition to this, children's understanding of some substantive and second order concepts begins in EYFS. Autumn 1 topics is FS1 (Look at me! I am three) and FS2 (All about me) help children start to understand the concept of 'change and continuity'. The abstract becomes personal when children see how they have changed since they were a baby and compare themselves to older siblings, helping them to understand what came before.

Children start to learn about significance as they celebrate key events throughout the year, for example, Remembrance Day and Bonfire Night.

As well as developing historically relevant knowledge, key skills, such a sequencing begin in these early years.

Planning

One programme of history is provided for every year group which follows and reflects the expectations of the National Curriculum. The programmes of study are mapped across the key stages to ensure continuity and progression. Topics start from pre-history and end with the modern day. Three history based topics will be taught in each year.

The subject and curriculum co-ordinator provide each year group with short-term planning and a resource pack, which contains a range of sources, evidence and interpretations. This planning has been carefully developed to ensure progression of knowledge and historical skills. Planning is pertinent to our school's curriculum but ideas for lessons and resources have been adapted from expert Historians at 'Historical Association' and 'Key Stage History' and some curriculum content has been advised by 'Mr T does History'.

Cross Curricular Links

Wherever appropriate, history is integrated into the teaching of other subjects, especially English. Cross Curricular writing is encouraged and planned for so that skills can be used across subjects. There are many natural links to be found within subjects such as: Computing, geography, art, maths and design technology. These are used to their full potential.

Assessment

Assessment will be on-going during the course of each history unit. Evidence of pupil's attainment will come from observations, questioning and recorded work along with photographic evidence. A knowledge organiser will be given out at the beginning of each unit of work showing the important knowledge and concepts that need to be learnt during each unit of work. Children's historical knowledge and skills are assessed using school progression documents and data is added to O track in order to monitor attainment and progress.

Resources

Throughout each unit of work, children will be exposed to a range of sources, evidence, interpretations so that they are able to construct their own interpretations. All children should have the opportunity to use a variety of maps, images, artefacts and equipment to improve their historical skills. Where possible, children visit historical sites and museums to see authentic historical evidence.

Monitoring

Monitoring the standards of children's work, planning and quality of teaching in history is the responsibility of the history subject leader and the SLT (senior leadership team). Subject 'dip-ins' are carried out periodically over the year to ensure the curriculum is covered. Children are asked their opinions and examples of good work collected. End of year data is scrutinised and areas of improvement identified. RAG evaluations take place every three years.

Marking

It is expected that children will receive instant feedback within lessons in order to improve and further their learning and that history work in books will be marked and feedback provided where necessary. At the end of each unit of work, children will produce a piece of written evidence to answer the original enquiry question. This piece of work is marked in accordance with the school's marking policy.

Homework

Children will be given the opportunity for pre-learning by taking home a knowledge organiser and learning new vocabulary before a unit of work. Projects will be set at the discretion of the teacher as needed.

The role of the Subject Leader:

There is a designated history co-ordinator to oversee the planning and delivery of history within the school.

The coordinator will be responsible for:

- Raising standards in history as a national curriculum subject and evaluating the effectiveness of teaching and learning within the subject.
- Facilitating the use of history across the curriculum in collaboration with all subject coordinators as well as liaising and consulting with outside agencies where appropriate.
- Developing their own role as subject leader through e.g. research, National College.
- Providing or organising training to keep staff skills and knowledge up to date through up to three staff meeting slots per year.
- Advising colleagues about effective teaching strategies, managing equipment and purchasing resources.
- Monitoring the delivery of the history curriculum and reporting to the SLT on the current status of the subject.
- Reporting the current status of the subject to designated School Governors.
- Action Planning linked to whole school priorities.
- Updating the policy annually.

Support from SLT/Curriculum lead will be given to subject leaders in order to further develop their role through:

- Mentoring subject leaders new to role.
- Developing the role of subject leaders and providing professional development opportunities
- Guidance for action planning linked to whole school priorities.
- Support for monitoring.
- Professional development opportunities for subject leaders e.g. National College, Learn Sheffield.

Remote Home Learning

In the event of a school closure or 'bubble' having to self-isolate, work will be put onto Google Classroom for children to access from home as closely matched to lessons and learning taking place in school at that time. Paper copies of any work will also be available for families to collect from the school office or sent home with children. Children completing work on Google Classroom will be given feedback on their work. Where specific resources may be needed these lessons will be taught when the children return to school.

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