



## Dovecot Primary School



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Signed	<i>J Matthews</i>
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# History Policy

# DOVECOT PRIMARY SCHOOL

## VISION STATEMENT

*Learning together, growing together*

### **Curriculum Intent Statement**

At Dovecot Primary School the curriculum is designed to recognise children's prior learning, provide first-hand learning experiences, allow the children to develop interpersonal skills, build resilience and become creative, critical thinkers.

Every child is recognised as a unique individual. We celebrate and welcome differences within our school community. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values. We provide enhancement opportunities to engage learning and believe that childhood should be a happy, investigative and enquiring time where there are no limits to curiosity and there is a thirst for new experiences and knowledge.

Children leave our school with a sense of belonging to a tightly knit community where they have the confidence and skills to make decisions, self-evaluate, make connections and become lifelong learners.

#### **Our core values:**

- Excellence in all areas of school life.
- A broad and challenging curriculum.
- Engaged and motivated children.
- High standards of behaviour and expectations.
- A love of lifelong learning.
- Strong and positive relationships within the community.

*"Education's starting point should not be about us. It should be about them, their needs, their aspirations and goals."*

(Dr Maggie Atkinson, Children's Commissioner for England September 2013)

## Rationale

At Dovecot Primary School, we encourage children to be curious and excited to learn about Britain's past and that of the wider world and understand that History could also shape their future. Our history curriculum aims to ignite a passion for history; to equip our children with the knowledge, skills and understanding to become the next generation of historians! A high-quality history curriculum encompasses topics which aim to foster awe and wonder and drive children to ask questions linked to the period of time they are studying. Through our teaching of History, we aim to equip children with both the tools and confidence to ask perceptive questions, reflect critically, challenge viewpoints and develop their own judgements based on historical evidence.

## Aims

Through the History curriculum we aim to help children to:

- Foster an enthusiasm for and an interest in History
- Know about significant events in British history and aspects of European and World history in order to appreciate how things have changed over time
- Develop a sense of chronology
- Help children understand society and their place within it, so that they develop a sense of their cultural heritage;
- Develop an understanding about changes and events within living memory and beyond living memory.
- Learn about significant people from history nationally and globally
- Develop an understanding of local history, events, people and places.
- Develop skills of enquiry, investigation, analysis, evaluation and presentation.
- Study an aspect of British history

## Objectives

The pupils will achieve these aims by:

- Participating in regular debates, trips and experiences
- Undertaking studies of different events throughout history.
- Using secondary resources to support study
- Making timelines
- Carrying out a study on a local and world historical event
- Developing questioning skills and the use of appropriate historical language
- Presenting findings in a variety of ways using ICT.

## Implementation

At Dovecot we use CUSP to direct our teaching in line with the national curriculum programmes of study for history. A guiding principle of CUSP History is that each study draws upon prior learning. CUSP History is built around the principles of cumulative knowledge. The effect of this cumulative model supports opportunities for children to associate and connect with significant periods of time, people, places and events.

## Progressive Curriculum

The whole school long term plan aims to ensure progression and continuity in the knowledge and skills of history. The topics cover the curriculum specified in the National Curriculum. Making links between aspects of history studied is encouraged, enabling children to build upon previous skills and experience. The skills of historical language and interpretation are revisited throughout the key stages reinforcing and extending the understanding of the pupils.

## Early Years Foundation Stage

The Early Years Foundation Stage Curriculum supports children's understanding of history through the planning and teaching of 'Understanding the World' This aspect is about how children find out about past and present events in their own lives, their families and other people they know. Children are encouraged to develop a sense of change over time and are given opportunities to differentiate between past and present by observing routines throughout the day, growing plants, observing the passing of seasons and time and looking at photographs of their life and of others. Children will also explore toys from the past. Teachers encourage investigative behaviour and raise questions such as, 'What do you think?', 'Tell me more about?', 'What will happen if..?', 'What else could we try?', 'What could it be used for?' and 'How might it work?' Use of language relating to time is used in daily routines and conversations with children for example, 'yesterday', 'old', 'past', 'now' and 'then'.

## Key Stage 1



Our focus is on young children developing a sense of time, place and change. It begins with children studying changes within living memory to develop an understanding of difference over time within concrete experiences of their lives. This chronological knowledge is foundational to the understanding of change over time. Pupils then study the lives of significant individuals. Chronology and place in time steers the understanding of the context in which these significant individuals lived. Terms such as legacy are introduced and used within the context of each study. In KS1, pupils study our local history through significant events, people and places. Pupils draw upon early concepts of chronology and connect it to more abstract, but known, events beyond living memory, such as, the Great Fire of London.

## Lower Key Stage 2



In lower KS2, pupils study the cultural and technological advances made by our ancestors as well as understanding how historians think Britain changed throughout the Stone, Bronze and Iron Ages. Archaeological history guides us to know how early humans were creative, innovative and expert at surviving in changeable environments. Having an in-depth understanding of Iron Age Britain offers solid foundations for the study of how Rome influenced Britain. Studies of how Britain was settled by Anglo-Saxons and Scots gives a focus on cultural change and the influence of Christianity. Pupils study how powerful kings and their beliefs shaped the Heptarchy of Anglo-Saxon Britain CUSP also focuses on the struggle for the throne of England through a study of the Vikings, their origins, conquests and agreements with English Anglo-Saxon kings to settle and dwell in the region known as Danelaw.

## Upper Key Stage 2



Later in KS2, knowledge of Anglo-Saxons is revisited and used to connect with a study of the Maya civilisation. The study compares advancement of the Maya culture and innovation to that of the Anglo-Saxons around c.AD 900. Pupils also study significant monarchs after 1066. Five kings and queens are a focus of a depth study and comparison, drawing on their beliefs, actions and understanding their legacy. Ancient Egyptians and the study of Ancient Greek life and achievements are also studied learning about their influence on the western world. The understanding of culture, people and places are central to these studies. CUSP History connects these studies with prior knowledge of what was happening in Britain at the same time. Recent history, such as the Battle of Britain for example, is studied in the context of how conflict changed society in the Second World War. Modern history is also studied through units such as the Windrush Generation. Knowing about slavery, Caribbean culture and the injustice of the past enlightens pupils to understand why events happened and how these pioneers faced racism, discrimination and prejudice.

## Organisation

History is taught in half termly blocks and alternated with geography. All classes are taught history during the same half term. Children in KS1 have a 45 minute lesson per week and children in KS2 have a 1 hour lesson per week. In EYFS, history is taught through the specific area of learning, understanding the world, as and when it relates to a certain topic, event or a child's own interest.

## Equal opportunities

All children will have equal access to the history curriculum. All children will work towards the same learning objectives with differing levels of support, such as, adult support, concrete resources and adaptive teaching.

## Assessment, recording and reporting

- Teachers will make assessments during lessons through discussion, questioning observation and marking.
- Children complete pre and post assessments and quizzes.
- Subject lead will monitor and record assessment, ensuring progression.
- Parents can discuss their child's progress with the class teacher on two parents' evenings and look at their work.
- Parents receive an annual report on their child's progress at the end of the year.

## Resources

History texts are available in the school library. CUSP recommended texts are available online via Curriculum Visions subscription. History books and folders will be purchased at the beginning of the school year.

## Links with other subjects

History has cross curricular links with most subjects, the main links are as follows:

### English

History contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Children develop their Literacy skills through composing/reading reports, letters, explanatory texts and taking part in debates of a historical nature.

### Mathematics

History contributes to the teaching of mathematics in a variety of ways. Children learn to use numbers and develop analytical skills e.g. analysing statistics and timelines. Children also have the opportunity to learn to interpret information presented in graphical or diagrammatic form.

### Computing

Children use computing skills in History to promote their skills in data research and in presenting their own work. Where appropriate, children have the opportunity to use digital equipment to record data and use photographic images.

### **Personal, Social, Citizenship, Health and Emotional Education (PSCHE)**

History contributes significantly to the teaching of Personal, Social, citizenship, Health and Emotional Education. Children develop self-confidence by having opportunities to explain their views on a number of historical issues and questions such as: 'What has society learnt from the past?' They discover how to be active citizens in a democratic society by learning how laws are made and changed, and they learn how to recognise and challenge stereotypes and to appreciate that racism is an unacceptable and harmful aspect of society.

They learn how society is made up of people from different cultures and start to develop tolerance and respect for others.

### **Health and Safety**

Any field trips taken will be risk assessed through Evolve. The trip leader will be responsible for submitting paperwork and assessing any potential risk. The school trips coordinator and the head teacher will be responsible for submitting the trip request to the local authority via evolve to be authorised. A field trip cannot take place without authorisation from Evolve.

### **Subject Lead Roles and responsibilities**

- Encourage a love and understanding of history in school.
- Facilitate theme days.
- Monitor pupil voice and conduct book scrutiny.
- Monitor standards of planning, teaching and assessment of history and feedback to staff, SLT and Governors.
- Identify training needs and be aware of training courses.
- Maintain and purchase resources.
- Be aware of current information, pedagogy and resources.
- Provide support for colleagues.
- Monitor assessment.