

Subject Key Specification Policy



History



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Date: September 2024
Review Date: Autumn Term 2025

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Rationale

Trust Level

This document was created in conjunction with history subject leads across the primary arm of the Rowan Learning Trust (RLT). Through this collaborative approach, '[Stage Descriptors](#)' were identified and agreed upon on a trust level. These descriptors provide a list of objectives which each school uses as their baseline/non-negotiable objectives, providing a moderated approach to the content delivered in history lessons across the RLT. History leads across the Trust worked together to ensure that these Stage Descriptors met the National Curriculum Aims and Objectives.

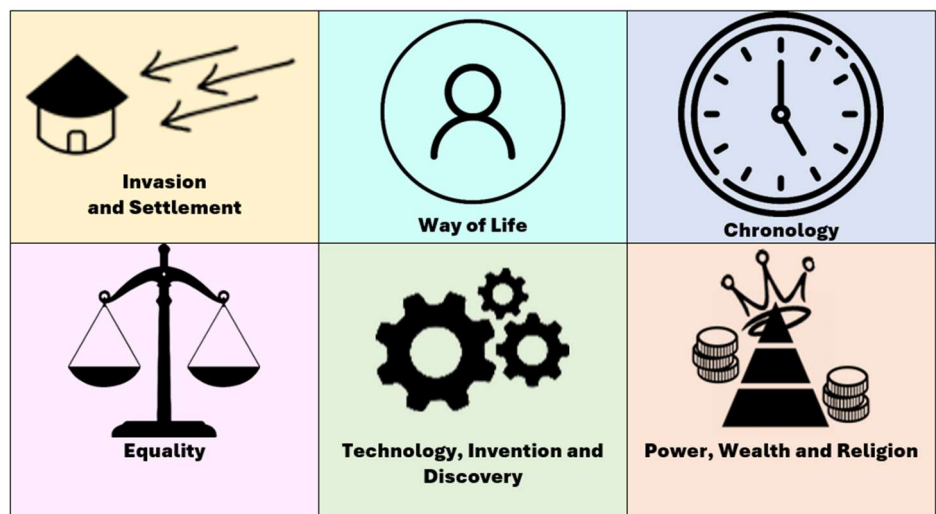
School Level

Using these Stage Descriptors, each school within the RLT has personalised their curriculum to suit their context and individual needs. Here at Marus Bridge Primary School, the Stage Descriptors act as a baseline to our 'End Points Document', which lists each objective to be taught within each individual topic. Topics and End Points have been selected with a great deal of purpose to reflect the intent of our curriculum at Marus Bridge and ensure that knowledge is sequential and interconnected.

History Intent, Implementation and Impact

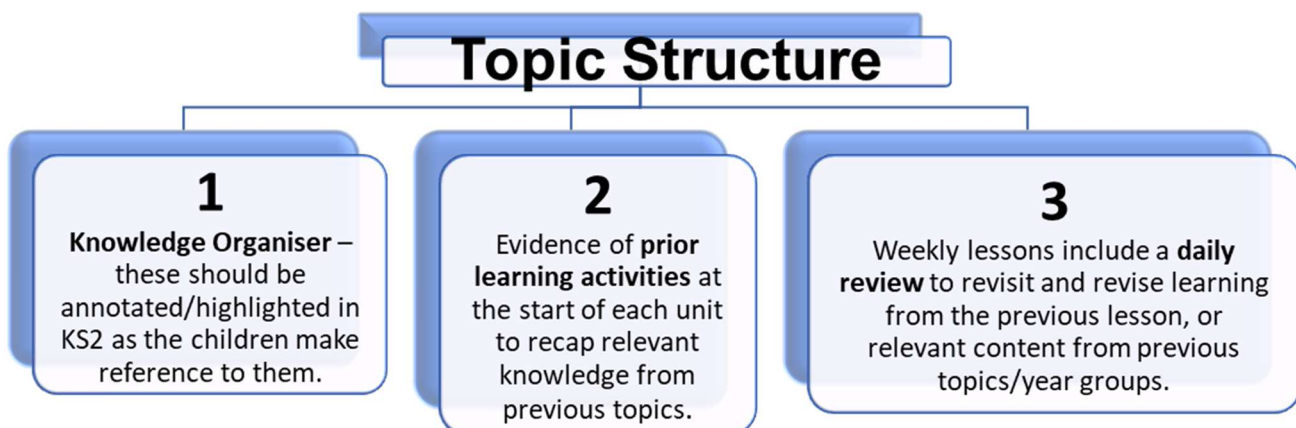
History Intent

At Marus Bridge, we intend for our history curriculum to **inspire children’s curiosity** about the world, and how it came to be as it is today. We have developed our curriculum around **6 key substantive concepts** which occur and reoccur across the breadth of their time at Marus Bridge. We intend for children to build their knowledge of these concepts as they progress through the school. They will also gain an understanding of **how historians construct their accounts** through carefully planned exposure to **disciplinary outcomes**. They will also sequentially develop the vocabulary they need to articulate their historical ideas and developing understandings. In doing these things, we aim to create **awe and wonder** amongst our pupils and a thirst to discover more about our past.

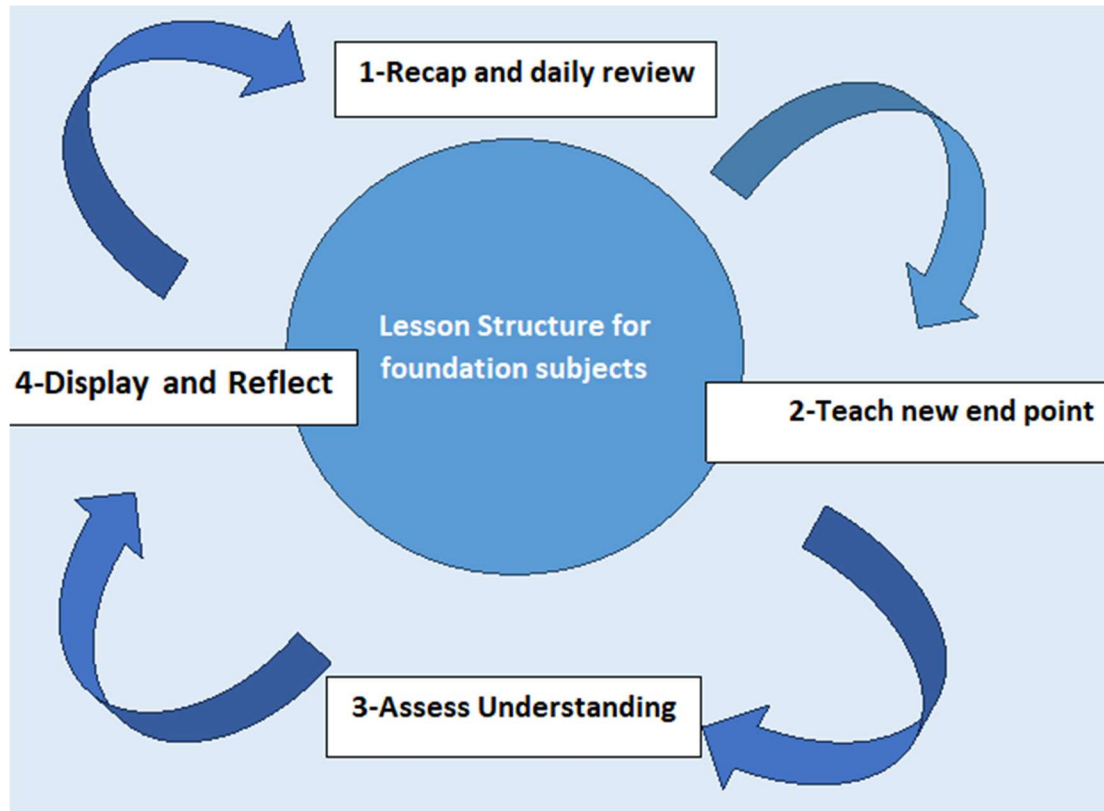


History Implementation

History is taught by class teachers for a minimum of 90 mins per week in every classroom (although this is delivered more holistically in EY and Y1). In EY and KS1, children are first introduced to the **6 substantive concepts** above through exploring a range of carefully selected historical events and figures (see [Scheme of Work](#)). Using this knowledge of the past, History topics are taught in KS2 in **chronological order** and carefully weave the 6 concepts throughout each unit of work to encourage schematic learning and development of chronology. To support the acquisition of historical vocabulary, tier 2 vocabulary has been carefully selected by the subject lead, and vocabulary reoccurs through the curriculum to support overlearning (See End Points document for **colour coding of vocabulary**). The framework below is implemented in each history topic across the school (Y1-6) to support sticky learning.



In addition to our topic structure, teachers also plan lessons which follow our lesson structure below:



Our MB10 (see separate document) is also used across the breadth of the curriculum to ensure that cognitive learning strategies are used as a pedagogical tool to support effective teaching and learning.

[History Impact](#)

Children at Marus Bridge have the knowledge, skills and concepts needed to be successful in future learning, supported by the language they need to articulate themselves effectively. Our pupil interviews and feedback from teachers indicate that children are inquisitive about the past and have an understanding of how the past has shaped their lives and locality. Children also develop an awareness of how historical understanding has come about through engaging with real-life artefacts and sources repeatedly throughout our curriculum.

In terms of data, at the end of the 23-24 academic year, 83% of children reached the expected standards in history. As a trust, our moderation process concluded that 80% is the average across the Trust.

National Curriculum Aims and Objectives

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

The national curriculum for history **aims** to ensure that all pupils:

- 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
- 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

National Curriculum Objectives

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.

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
- Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- Local history study
- Study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- 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
- 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.

Stage Descriptors

Stage Descriptors (agreed upon on a Trust level)	
EYFS	<p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>
KS1	<p>Use words and phrases like; a long time ago, before I was born, last week, when I was younger, yesterday, new, old, object, photograph, before, after, next, now, past, present, during, modern, recent, diary, event, museum, timeline</p> <p>Recognise that some objects belonged to the past</p> <p>Ask questions about old and new objects</p> <p>Answer simple historical questions</p> <p>Recognise similarities and differences such as here/there and then/now involving situations and other sources</p> <p>Draw some simple conclusions about sources such as what an artefact was used for</p> <p>Understand that the people and events I study fit within a chronological timeline</p> <p>Know some ways in which we find out about the past and identify different ways in which the past is represented.</p> <p>Recount the life of someone significant who lived in the past, explaining how they had an impact on others lives</p> <p>Compare aspects of life from two periods of time</p> <p>Describe an historical place, event or person from my own locality</p> <p>Understand and discuss changes within living memory</p>
LKS2	<p>Use appropriate historical vocabulary to communicate, including; ancient, BC/AD, century, era, decade, chronology/chronologically, archaeology/archaeologist, architecture, evidence, artefact,</p> <p>source, civilisation, empire, conquest, enemies, invade, settle, enquiry, evaluate and conclusion</p> <p>Use a timeline within a specific period of history to set out the order that things may have happened</p> <p>Plot events on a timeline covering the periods studied</p>

Describe events from the past using dates when things happened

Explain some of the times when Britain has been invaded

Draw information from different sources to find similarities and differences between two or more periods of history

Use research skills to answer specific historical questions

Compare modern day Britain to the past making connections and comparisons

Explain how historic items and artefacts can be used to help build up a picture of life in the past

Explain how an event from the past has shaped our life today

UKS2

Use appropriate vocabulary to communicate, including; change, period, citizen, continuity, cultural, legacy, monarchy, peasantry, social, democracy, government, parliament, political, excavate, interpretation, immigration, perspective, analyse

Identify and explain differences, similarities and changes between different periods in history

Construct a timeline with different historical periods showing key historical events and lives of significant people

Research two versions of an event and explain how it can differ

Detect change and continuity and comment on these

Describe the social, ethnic, cultural or religious diversity of past society

Explain how parliament affects decision making in England and compare it to a past society.

Use sources to form an argument and justify my conclusions about life in a past society.

Use original ways to present information and ideas

Summarise how Britain has had a major influence on the world

Summarise how Britain may have learned from other countries and civilisations

Place features of historical events and people from the past societies and periods in a chronological framework

Summarise the main events from a period in history, explaining the order of events and what happened.

Describe the features of historical events and way of life from periods studied; present to an audience

History Planning at Marus Bridge

Long Term Plans

Each year group provides LTPs which give an overview of the learning/topics which will take place over the course of the year. These are shared with parents on our website.

Medium Term Plans

MTPs are completed by class teachers every half term. The MTP maps out the sequence of objectives to be taught within the history topic for that half term. MTPs list the lesson objectives (presented as a WALT to the children) and documents the basic overview of the lessons. Weekly plans, PowerPoints and lesson resources are then saved in the staff Shared Area and audited by the subject and curriculum lead annually.

Scheme of Work

The following topics/scheme of work is followed here at Marus Bridge. All planning for these topics has been developed internally without the use of an external scheme. This is to ensure that our curriculum is bespoke to our context. Objectives for each topic can be found within the History End Point Document.

	<u>Autumn 1</u>	<u>Spring 1</u>	<u>Summer 1</u>
EYFS	It's Good to be Me	Toys through Time	People Who Help Us
Y1	Changing Childhoods	The Great Fire of London	Florence and Mary
Y2	Emmeline and Equality	The Sinking of the Titanic	Great Explorers
Y3	The Stone Age	The Bronze and Iron Ages	The Romans
Y4	The Ancient Egyptians	The Dark Ages (Saxons and Vikings)	The Normans
Y5	Local History	Ancient Greeks	The Tudors
Y6	The Victorians	World War 2	The Mayans

History Assessment at Marus Bridge

In Reception, children are assessed against the Early Learning Goals for 'Understanding the World'. For children in Years 1 - 6, children are summatively assessed in history at the end of each academic year on Arbour (our internal assessment system). These assessments are based on children's engagement, retention and articulation of the 'End Point' objectives for their year group. To inform these assessments, class teachers keep a log of children's achievement in each topic in their 'formative assessment' booklets, along with any notes to support their judgements.

The following assessment strategies support teacher observation and data collection:

- Informal quizzes
- Classroom questioning
- Daily Review analysis
- Questionnaires
- Self and peer assessments
- Presentations
- Speaking and listening activities
- Prior learning activities
- Knowledge Review Week activities
- End of unit formative assessments (completed a few weeks after the topic has finished)

At the end of each academic year, each child is assigned one of the following gradings on Arbour:

PKS (Pre-Key Stage)	Children have not been exposed to the full curriculum due to a significant SEND.
HNM (Has Not Met)	Children can't articulate answers to the majority of the questions listed in the End Point document for this subject.
EXS (Expected)	Children can articulate answers to the majority of the questions listed in the End Point document for this subject.
Gifted and Talented	Children show a specific talent for an aspect of the subject.

Resources:

The following resources are available to support the delivery of the history curriculum at Marus Bridge:

- Knowledge Organisers for each topic (developed in-house to reflect our bespoke curriculum)
- Topic planning resources (Collated in the planning folder)
- Topic-specific non-fiction books (stored in the school library)
- Library loan books (based on a specific topic) can be hired from Marsh Green Library free of charge.
- Educational visits are planned to enhance learning and give hands on activity.
- People with an interest, or expertise, in a particular topic or area of history could be invited into school to work with the children. These might be parents, grandparents, other family members, neighbours or representatives of the local community.
- Museum loans can also be requested for artefacts (see history lead for more information)

Health and Safety

When delivering practical lessons or group work, ensure the classroom has sufficient space for the children to work safely. If furniture is needed to be moved, tables and chairs should be stacked neatly against the sides of the room and do not allow children to sit on them while stacked.

When handling artefacts ensure children are aware of how to handle them safely.

Ensure appropriate risk assessments have taken place when planning external visits (see school policy guidelines).

Safeguarding Considerations

Any external providers must provide evidence in the office of the Enhanced DBS before being left alone with pupils. They must also be reminded of the importance of not using mobile phones within the school.

Inclusion Considerations

The class teacher meets the needs of the most able and SEN by differentiating history lessons through levels of support provided and adopting a mastery approach. Children identified as having additional Special Educational Needs may need greater differentiation of materials and tasks consistent with that child's I.E.P. (Individual Education Plan). More able children will be challenged and motivated by greater differentiation of challenge. The class teacher also aims to identify those children who may be gifted in History and provide them with appropriate learning opportunities. All children will be given opportunities to participate on equal terms in all history activities and due consideration will be given to the principles of inclusion. When delivering outcomes related to the concepts of equality, invasion and power, wealth and religion (3 of our 6 substantive concepts), teaching staff are to be particularly mindful of their cohorts and how to ensure an inclusive approach to such sensitive topics.

As a school, we use our 'SEND Toolkit for the Wider Curriculum' to ensure every child's needs are met in history:

Non-Negotiable Adaptions (should be considered in **EVERY** lesson):

- 1) **Reduce** the amount of knowledge to be learnt (3-4 pieces maximum)
- 2) **Concentrate on the content**, not the task
- 3) Link to **prior-knowledge**
- 4) **Limit admin tasks** (avoid spending too much time on admin which may hinder cognitive load – such as cutting out or writing long WALTs)
- 5) **Model activities** (I do – we do- you do)
- 6) **Consider IEPs/EHCPs** (Ie – consider how a hands-on activity might affect those with sensory needs and adapt appropriately. Consider whether buff printing will be helpful)

Possible Adaptions
(Select where appropriate for each subject/lesson):

<p style="text-align: center;">Visual Aids</p> <p>Provide images to explain vocab/concepts rather than wordy definitions</p>	<p style="text-align: center;">Key Vocabulary Banks</p> <p>Using vocab from the End Points, reduce the number and send some key vocab home, or rehearse in school.</p>	<p style="text-align: center;">Continuous Provision</p> <p>Provide an alternative hands-on activity for the children to access.</p>	<p style="text-align: center;">Pre-Teaching</p> <p>Could a member of staff/a volunteer give some input before the lesson?</p>
<p style="text-align: center;">Mixed Ability Groups/Pairs</p> <p>Try to limit group size to 3 children to ensure that all children are actively involved. Give SEND children a specific role within the group.</p>	<p style="text-align: center;">Print Longer WALTs</p> <p>Depending on individual needs, this may help some SEND children to reduce cognitive load.</p>	<p style="text-align: center;">Adapted Knowledge Organiser</p> <p>Reduce the vocabulary and provide visuals.</p>	<p style="text-align: center;">Differentiated Texts</p> <p>If using texts/books as the source of information, differentiate the text/book. Use online sources for this for workload</p>
<p style="text-align: center;">Provide Additional Adult Support</p>	<p style="text-align: center;">Provide Additional Brain Breaks</p>	<p style="text-align: center;">Simplified Recording Methods</p> <p>Such as a reduced table in science, or a partially completed bar chart</p>	<p style="text-align: center;">Differentiated Research Sources</p>
<p style="text-align: center;">Consider Timings of Interventions</p> <p>Ensure that children do not miss a whole unit/input for intervention.</p>	<p style="text-align: center;">Reduce Distractions</p> <p>(In a lesson such as music, would excess noise prevent children from engaging? Could they complete the lesson in a quieter spot?)</p>	<p style="text-align: center;">Adapt the Apparatus</p> <p>Eg – provide larger equipment in PE etc...</p>	<p style="text-align: center;">Individual Interests</p> <p>Tap into individual interests to help represent information. Eg – a child who loves drawing might make a picture to represent what they've learnt in History</p>



Subject Monitoring:

The History coordinator will complete one audit within each academic year to assess children's understanding and monitor teaching against the National Curriculum and End Point Objectives. This will focus on sampling children's work/books, child interviews and lesson drop ins/observations.

History is audited in the autumn term each year, and an action plan for the following 12-month period is devised in response to the audit.

In the spring and summer terms, the history lead will be given time (up to a full day each term if needed) to implement actions to support their action plan targets and provide support when needed. Support will be offered to any year groups who require additional information and guidance. This may be done by: discussing assessment methods; modelling lessons; inviting teaching staff to observe the history coordinator; providing training or observing lessons and providing constructive feedback.

Governors are to be provided with an update each term in relation to the subject development. The Governor currently assigned to history at Marus Bridge is Mrs Catterall.

A large, stylized logo consisting of three human figures in blue, yellow, and red, positioned to the left of the main title.

The Rowan Learning Trust

Our logo was carefully chosen to represent the children, young people and adults in our learning community who strive for excellence through high aspiration and high expectation.

