

Applecroft School



History Policy

Person Responsible:	History Leaders
Review Cycle:	Annual
Date of Issue:	September 2025
Review Date:	September 2026

History Policy

1) Introduction:

School Vision:

'To be a positive and inspiring community that nurtures each individual and empowers leaders for life.'

School Mission Statement:

'Nurturing Potential, Inspiring Minds, Changing Lives'.

School Values:

- Ambition and Leadership
- Kindness and Supportiveness
- Respect and Honesty
- Determination and Resilience.

2) Our aims and objectives including breadth of study:

Using the objectives from the National Curriculum and Early Years Foundation Stage as our base, it is our aim to develop:

- √ A positive attitude towards History and an awareness of the fascination of History.
- √ The right to achieve the very best they can in their History learning.
- √ Competence and confidence in Historical knowledge, concepts and skills.
- √ Initiative and an ability to work both independently and in cooperation with others.
- √ An ability to communicate using history vocabulary.
- √ An ability to use and apply historical aspects across the curriculum and in real life.
- √ An understanding of History through a process of chronology, evidence and enquiry.

History Curriculum at Applecroft:

At Applecroft School our history curriculum ignites the children's curiosity about the past, building on prior knowledge so that children can make sense of how societies, both locally, nationally, and worldwide, have developed over time. We provide the children with a coherent knowledge and understanding of Britain's past and that of the wider world. Through our history curriculum we develop an understanding of the complexity of people's lives, the process of change, diversity within societies and relationships between

different groups as well as developing an understanding of their own identity and how they fit into society. We aim to bring History to life by immersing children in historical experiences, both in school and through educational visits. We teach pupils to *think like historians* by asking perceptive questions, develop critical thinking, weigh evidence, sift arguments and develop informed judgements.

3) Intent:

- Coverage of the national curriculum for History is formalised and strictly adhered to through the CUSP Curriculum. It is taught in all year groups from Y1 to Y6. In EYFS, it is taught as part of continuous provision through child and adult led activities related to the specific area of 'Understanding the World'.
- The knowledge and skills end points that children need by the end of their time at Applecroft are carefully considered to equip them, not only for successful secondary education but to take advantage of the opportunities, responsibilities and experiences of later life.
- In order to reach these end points, the curriculum is planned and coherently sequenced to ensure that knowledge and understanding is built in a cumulative way, enabling all children to be successful.
- CUSP units provide knowledge notes and knowledge organisers to help reduce the cognitive load and allow easier retention of knowledge.
- CUSP units identify relevant prior learning so that any elements which have been missed by children, either as a result of whole school closures or for children entering the school after Reception, can be recapped and gaps in knowledge and understanding filled.
- CUSP units provide 'thinking tasks' which require particular skills of historical enquiry such as connecting, analysing and interpreting.
- The CUSP curriculum is underpinned by Substantive Concepts and Disciplinary Knowledge throughout all year groups (Appendix B).
- CUSP Curriculum units can be segmented into smaller 'chunks' to make the full content more easily accessible for SEND children. Scaffolding and adapted recording further improves access for individuals and groups..

4) Implementation:

- Class teachers teach History across the school

- Through the CUSP scheme and support from staff training and CPD, staff are supported with the sequencing of learning within each unit
- Teachers use formative assessment techniques to assess children's knowledge and understanding in history
- Misconceptions and errors are then followed up with individuals, small groups or whole classes as necessary
- Revisiting prior knowledge to assist with retention is embedded in the curriculum, both through the use of regular retrieval practice and through discreet 'revisit' units.

EYFS

Children in Nursery and Reception will begin their understanding of history by talking about the lives of people around them and their roles in society. The Early Years Foundation Stage curriculum supports the 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. Early Years practitioners 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'. Children will discover some similarities and differences between things in the past and now, drawing on their own experiences and stories read to them in class.

KEY STAGE 1

The sequence in KS1 focuses 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 study the **lives of significant individuals**, focusing on David Attenborough and Mary Anning. 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. This study is revisited and enhanced by studying the **lives of further significant individuals** including: Neil Armstrong, Mae Jemison, Bernard Harris Jr and Tim Peake. In KS1, pupils study the local history of Welwyn Garden City through significant events, people and places. The locality is further understood by knowing about the places, the buildings, the events and the people that tell a story of the past.

Events beyond their living memory. Here, pupils draw upon early concepts of chronology and connect it to more abstract, but known, events in the past focusing on the *Great Fire of London*.

There are further opportunities for pupils to revisit and retrieve prior learning with a focus on events beyond living memory learnt previously, making connections (where relevant) to wider studies, such as the *Great Fire of Bury St Edmunds, Newmarket or Haverhill*.

LOWER KEY STAGE 2

In 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**. This foundational knowledge is built upon and used to support long-term retrieval to contrast culture and technology. Pupils will be able to draw upon prior understanding to support and position new knowledge, therefore constructing much more stable long-term memories. Substantive concepts, such as invasion, law, civilisation and society are developed through explicit vocabulary instruction, a central component of the CUSP curriculum.

Studies of how Britain was settled by **Anglo-Saxons and Scots** gives a focus on cultural change and the influence of Christianity. Pupils will study how powerful kings and their beliefs shaped the Heptarchy of Anglo-Saxon Britain.

Our curriculum also focuses on the **Struggle for 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. Here, location, settlement, people, culture and invention are compared and contrasted.

Pupils also study **significant monarchs after 1066 (Year 6)**. Five kings and queens are a focus of a depth study and comparison, drawing on their beliefs, actions and understanding their legacy. This chronological study revisits known periods of time and introduces new content and monarchs.

Ancient history, such as the achievements of the earliest civilisations - **Ancient Egyptians (Year 4)** and the **study of Ancient Greek life and achievements (Year 5)** are also studied learning about the 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. The effect of this is to deepen and connect a broader understanding of culture, people, places and events through comparison.

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 a unit on 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. PSHE is a vital component of the history curriculum - challenging racism and prejudice in all its forms. This is an integral feature of our history curriculum that spotlights the lessons we can learn from the past.

5) Impact:

History at Applecroft consists of purposeful, engaging, high-quality, knowledge rich History education, which provides children with the foundations and knowledge for understanding their place in the world and how the events and people of the past have shaped this.

By the time the children at Applecroft leave our school they should have developed:

- A secure knowledge and understanding of people, events and contexts from the historical periods studied.
- An awareness of how historical events have shaped the world today, including History at the local and personal level.
- The ability to think critically about the history and communicate confidently in style appropriate to a range of audiences.
- The ability to think, debate, reflect, discuss, and evaluate the past, forming and refining questions and lines of enquiry.
- The ability to evaluate, support and challenge their own and others' views using specific historical vocabulary and use evidence from historical sources.
- A respect for historical primary and secondary evidence and the ability to make critical use of it to support their explanations and judgements.
- A passion and enthusiasm for history which fosters a sense of curiosity about the past and their understanding of how and why people interpret the past in different ways.
- Children should have visited historically relevant sites and museums and learned from specialist visitors to enhance their learning and create positive memories.

6) Learning and Teaching Styles:

To ensure progress and continuity, both Key Stage 1 and Key Stage 2 use the National Curriculum. The Foundation Stage curriculum is based on practical activities running alongside a given topic. In both Key Stage 1 and Key Stage 2, History is taught as a discrete subject timetabled on a three weekly basis, interchanging with Geography and Computing.

The emphasis in our teaching of History is to encourage curiosity and exploration about the world. We achieve this through multimedia, knowledge rich exploration of people and processes. In lessons, a variety of teaching and learning styles is used. The lessons offer opportunities for children to learn in different ways. These include:

- Whole class teaching
- Use of knowledge organisers and vocabulary module sheets
- Group work
- Paired work
- Independent work
- Reading practice
- Use of Computing resources
- Use of Curriculum Visions online books
- Tactile and visual approaches
- Fieldwork and Educational visits
- Investigative and problem-solving work
- Research and explorative work
- Use of interactive timelines and CUSP resources
- Asking and answering historical questions
- Deployment of teachers and LSAs to support the work of individual children and targeted groups, as well as to monitor the progress of SEND and disadvantaged children.

At Applecroft we teach History to all of the children. We set high expectations and provide the opportunity for all children to succeed, taking account of pupils with SEND and/or disabilities and pupils from all social, cultural and linguistic backgrounds. We recognise that there are children of different abilities in all classes and ensure that we provide suitable learning opportunities for all children by 'scaffolding up' to aid a child's ability.

7) How do we plan and organise our lessons?

- The Foundation Stage spends approximately 1 hour 30 minutes a week covering 'Knowledge and Understanding of the World' topics.
- In Key Stage 1, History is taught discreetly. It is blocked and taught on a three-weekly schedule alongside Geography and Computing. On a History week, three 1 hour afternoon lessons will be devoted to teaching History.
- In Key Stage 2, History is taught discreetly. It is blocked and taught on a three-weekly schedule alongside Geography and Computing. On a History week, three 1 hour afternoon lessons will be devoted to teaching History.

8) How do we make History inclusive?

At Applecroft School we ensure that our History curriculum is accessible for all pupils. We do this by:

- Recognising and celebrating small steps in progress
- Ensuring key historical vocabulary is taught and is available in each child's book for children to refer to throughout each lesson
- Making sure pupils have opportunities for real historical experiences, with visits to museums and historical sites in the local area and beyond
- Bringing History to life with topic specific immersion days, bringing visiting history specialist to the school and through the use of artefacts in the classroom.
- Ensuring that the children have the opportunity to link the different periods of history studied to the new knowledge being learnt.
- Providing opportunities for the children to explore the significance of events and how people's lives in the past have had a real impact on how we live our lives today.
- Carefully considering grouping in classrooms to ensure the best outcomes
- Carefully targeted questioning to extend children's understanding
- Reducing cognitive load, through the use of knowledge organisers and knowledge notes
- Providing alternative methods of recording (paired writing, voice recorders and chrome books)

9) Contribution of History to teaching in other curriculum areas:

History is a far-reaching subject which underpins much of the rest of the curriculum. It has close links with Geography, RE, PSHE, Art and the English Language. These links are made explicit to children when encountered. Skills of observation, comparison, evaluation and explanation are transferable to many other curriculum subjects.

10) What is our approach to equal opportunities? How do we ensure equal opportunities in History?

At Applecroft School we are committed to providing all children with an equal entitlement to historical activities and opportunities regardless of race, gender, culture or class. Equal Opportunities at Applecroft is about ensuring that all children have an equality of opportunity in terms of access and outcome throughout all aspects of their History education and that their life chances for the present and future are not impeded or distorted by anything that happens during their participation in the process of their history education. They are in fact widened to allow them to achieve the whole scope of their potential. Equal opportunity is about creating the structures and contexts for unlocking potential.

11) How do children record their work?

Children record their History work in a variety of ways at Applecroft School. In Early years children's discussions will be recorded by Early Years practitioners. In Year 1, children record their learning in a whole class floor book until they are ready to use an individual book for recording. Work may be in the form of written or recorded work, photos, video, drawings or connection maps. Work may be produced individually, in pairs or as a whole class and may be produced using digital technology.

Once children are using an individual book, they will use a single or double page spread in their books to explore and record their learning. Children may align their knowledge note on either the right or left of their double page spread to allow both left-handed and right-handed children a clear view of the information.

12) How do we use feedback to support children's progress?

In History, the "The Feedback and Marking Policy" is used to support children's progress. Where possible in-lesson feedback will be provided to help move the children on in their learning and address misconceptions. On completion of a piece of work, it is marked, according to the school marking policy, and relevant questions may be asked to provide 'next steps' where appropriate.

13) How do we assess and report children's progress and attainment in History?

Children's understanding in History is frequently checked through questioning and cumulative quizzes. In addition, children's work is assessed by making formative judgements through observation and discussion. Pupil voice and book looks provide further evidence of pupils' knowledge and understanding of the history curriculum.

A child's progress in History is indicated every year in an individual annual report and comments are made on their Historical knowledge and understanding.

14) How do we set home learning?

There is no formal expectation of History home learning at Applecroft, however History Projects and links to Curriculum Visions interactive books, Bitesize Quizzes, videos and other resources may be shared on Google Classroom for children to explore.

15) How do we monitor History across the school?

It is the responsibility of the History Subject Leader and class teachers to monitor standards of the children's work and the quality of teaching in the subject. The Subject Leader will keep staff informed of any local and national developments in the subject. They will inform the Senior Leadership Team of strengths and weaknesses and discuss further improvements, developments and initiatives when necessary. They will provide support for all who teach History, therefore improving the quality and continuity of teaching and learning throughout the school.

16) How is History resourced?

Topic specific resources are kept in specific classrooms linked to the curriculum areas taught. All materials are relevant to the schemes of work. The KS1 and KS2 libraries contain books relevant to the History units. Each class has topic specific books and where available artefacts. The whole school has access to Curriculum Visions, an online reading, and resources portal. Resources will be purchased, organised and maintained within a delegated budget.

17) How do we develop the CPD of staff?

The History subject leader maintains contacts with other primary History leaders and ensures that any developments or resources are communicated to the relevant staff. The subject leader ensures that all staff are confident in the delivery of the CUSP curriculum and provides training where necessary.

18) How do we involve parents in History learning?

Parental input is highly valued and respected at Applecroft School. We share History topics being taught each term through our curriculum letters and encourage parents to discuss these topics regularly with their children. Parental support is welcomed in historical work which necessitates leaving the school grounds, such as museum visits, local history walks and draws on the community's historical knowledge.

19) How are the board of trustees involved?

Designated trustees attend faculty meetings each term, where the History leader reports progress made in their leadership, curriculum development and the next areas to develop.

Appendices

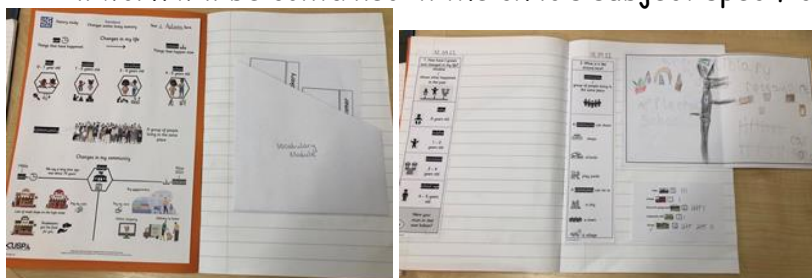
Appendix A

EYFS:

Children develop their knowledge and understanding of the world through various child-led and adult-led activities during continuous provision. This is documented on Tapestry.

KS1:

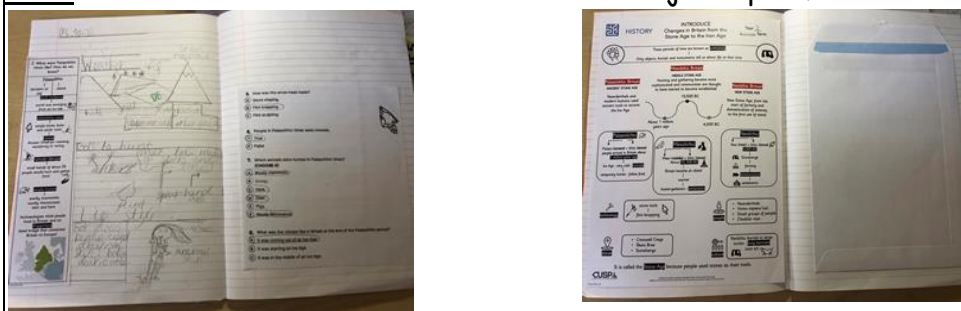
- All work will be contained in the child's subject specific book



- All work dated with short date - aligned to the left
- At the beginning of a new unit of work, a 'knowledge organiser' is displayed on the left page and an envelope (containing vocabulary module) on the right page
- All work must have a 'Learning Question'- for left-handed children these will be to the right and for right-handers aligned to the left
- Evidence may include diagrams, pictures, photographs and tasks carried out from adult-led activities.

History -
CUSP







KS2: All work will be contained in the child's subject specific book.



- All work dated with short date - aligned to the left
- The date must be underlined with a ruler and a pencil.
- At the beginning of a new unit of work, a 'knowledge organiser' is displayed on the left page and an envelope (containing vocabulary module) on the right page
- Each new lesson has a "double page spread" (if appropriate). New pieces of work should be on the next page if there is sufficient room.
- All work must have a 'Learning Question' which is at the head of the knowledge note for that lesson - for left-handed children these will be to the right and for right-handers aligned to the left
- Diagrams must be drawn in pencil and coloured in using coloured pencils
- Paragraph breaks should be indicated by indentation and a clear line.


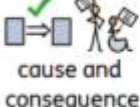
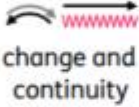



History Substantive Concepts

Children use these key concepts to make links across and between modules of learning.

Substantive Concepts					
 <p>community</p>	 <p>knowledge</p>	 <p>power</p>	 <p>invasion</p>	 <p>civilisation</p>	 <p>democracy</p>
A group of people living in a place.	The difference knowledge makes to people.	The power to advance (improve things) or to take over another place.	Taking over another country or religion with armed force.	A large group of people who follow similar laws, religion and rules.	A form of government voted for by the people.

Disciplinary Knowledge

Children's learning of historical knowledge fits into these key disciplinary concepts.

Disciplinary Knowledge					
 <p>chronology</p>	 <p>cause and consequence</p>	 <p>change and continuity</p>	 <p>similarities and difference</p>	 <p>evidence</p>	 <p>significance</p>
The Science of time.	The reason and result of the things that happened in History.	How key people, places and events changed or stayed the same	Compare similarities at the same time. What stayed the same? What is different?	How we know about the past.	Why people, events and ideas are important to our studies.