

# MARISH

## ACADEMY TRUST



## History Policy

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## **1. Introduction**

At Marish Academy Trust we believe that 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.

## **2. Aims**

Our intent is that children become curious and passionate historians who have the ability to think critically, debate, discuss, research and evaluate historians, historical periods of time and historical processes and concepts.

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
- History – key stages 1 and 2

## **3. Delivery of Curriculum**

### **3.1 Foundation Stage**

Teaching in the Foundation stage is cross-curricular over the seven areas of learning. Pupils are provided with opportunities to experience history through interactive learning and talk about events, people and places that have significance in their own lives. They are encouraged to explore, experiment, question and find out about their environment and its local history in a relevant and practical manner.

### **3.2 Key Stage 1 and 2**

#### **3.2.1 Key Stage 1 Breadth of Study**

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
- 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
- significant historical events, people and places in their own locality.

#### **3.2.2 Key Stage 2 Breadth of Study**

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

## **4. Inclusion**

### **4.1 Equal opportunities and EAL**

At Marish Academy Trust we aim to provide quality equality of opportunity for all pupils whatever their age, ability, gender, race or background. We want all our pupils to achieve their full potential during their time with us. As such, teachers work to ensure that our expectations, attitudes and practices enable all pupils to reach their potential. Where particular pupils have learning and assessment requirements which must be addressed in order to overcome barriers to learning, for example as a result of disability, or linked to the pupils' progress in learning English as an additional language, teachers take these requirements into account by:

- providing all pupils with EAL with opportunities to achieve in this subject area. When appropriate, activities are differentiated so that all learners can access the curriculum
- ensuring reasonable adjustments are put in place so that they can have full access to the curriculum, when a pupil's disability has been disclosed.

## **4.2 Special Educational Needs**

The use of a practical and enquiry-based approach means that pupils are able to work at their own level. The varied products of history mean that pupils with abilities in different areas will be able to achieve in this subject. The focus of history lessons will be on developing the history skills of all students and teachers will ensure that any barriers to developing these skills are eliminated. Where pupils need access to specialist equipment or adapted activities, teachers will refer to and implement recommendations from the pupil's learning plan or Education, Health and Care Plan (EHCP) and work closely with professionals who may be supporting the pupil.

## **5. Assessment, Roles and Resources**

### **5.1 Assessment and Record Keeping**

School leaders, including year leaders, members of the history subject team and impact team, are responsible for observing practice and monitoring the quality and impact of history teaching and learning. Through the use of Proof of Progress assessments (POP tasks), teachers can identify and analyse pupils' progress alongside the individual milestones of the threshold concepts. This in turn will inform the teacher of the progress which leads to an accurate and fair assessment of that child ready for the end of the year assessments and pupil reports.

### **5.2 Resources**

Each school has a wide range of resources to support the teaching of history. Resources for each year group are stored securely and shared as needed. In addition, the subject leader can provide access to a range of practical resources and external experts to enhance pupils' learning across the key areas studied.

### **5.3 ICT**

ICT enhances our teaching and learning in History, wherever appropriate, in each key stage. Pupils will be provided with opportunities to develop and apply their ICT capability to support their learning in history. They will use the Internet selectively to find information and word processing programmes, databases and spreadsheets to handle and present information. Opportunities for embedded ICT as a tool to support learning and teaching are identified in curriculum planning.

### Revision History

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### Approval History

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