History Curriculum Policy

Intent

We believe that historical knowledge and skills are crucial in providing children with the tools to be able to question and investigate the past and how it has influenced and affected their lives today. As global citizens, children will explore differences and similarities between events, people, places, cultures and environments through time, and the interconnectedness and interdependence of our world's history. They will consider questions of power and privilege, and critically think about reasons why history is interpreted in different ways. This will enable them to consider the significance of individual and collective action and questions of civic and social responsibility. Our curriculum will allow children to explore themes such as inequality, prejudice, conflict and oppression, relating historical examples to contemporary events and experiences.

Our curriculum intent for history encompasses our six core values: allowing children to become historians by reflecting on historical knowledge to understand other contexts; building resilience in the search for evidence to make historical claims; reading and analysing evidence from a range of sources; using historical vocabulary to engage in quality dialogue; respecting and celebrating the history of all cultures; and knowing & remembering significant facts from history and being curious and asking questions about the past

Our intent is to engage our children with these historical periods and how these have affected the society we live in today through challenging cross-curricular topics which also incorporate the knowledge and skills from the National Curriculum.

Implementation

History is taught as a discrete subject in two half-terms each year: **Autumn 2** and **Spring 2**. These alternate with the Global Citizenship themes in Autumn 1, Spring 1 and Summer 1, and with Geography in Summer 2. In EYFS, children explore the past through *Around the Home: Past and Present* in Autumn 2.

Year	Autumn 2 History half-term	Spring 2 History half-term
EYFS Reception	**Around the Home: Past and Present** Focus: How have things changed in our homes	No discrete history unit – Spring term continues with Explorers (Clean Green World).
Year 1 KS1	**Mary Seacole** Focus: Her life & legacy	**The Victorians** Focus: The lives of Victorian children
Year 2 KS1	**The Great Plague** Focus: The impact & legacy of the Great Plague at Eyam	**Fire! Fire!** Focus: The Great Fire of London
Year 3 LKS2	**Prehistoric People** Focus: The Stone Age to the Celts	**The Ancient Greeks** Focus: Ancient Greek innovation & its legacy
Year 4 LKS2	**The Romans** Focus: How Roman Britain advanced British society	**Anglo-Saxon Britain** Focus: How the Anglo-Saxons shaped the face of modern Britain
Year 5 UKS2	**Viking Raiders: Britain's Early Migrants** Focus: How Viking explorers changed the face of Britain & helped shape its future	**World War I** Focus: The causes & legacy of the Great War
Year 6 UKS2	**The Tudors** Focus: Life in Tudor Britain: its conflicts & legacy	**World War II** Focus: The impact of WWII on Britain, with specific reference to the locality of Derby

Key Stage 2 periods in chronological order

Stone Age to the Celts Y3 · Aut 2 → **Ancient Greeks** Y3 · Spr 2 → **Romans** Y4 · Aut 2 → **Anglo-Saxons** Y4 · Spr 2 → **Vikings** Y5 · Aut 2 → **Tudors** Y6 · Aut 2 → **World War I** Y5 · Spr 2 → **World War II** Y6 · Spr 2

History links within Summer 1 Global Citizenship topics

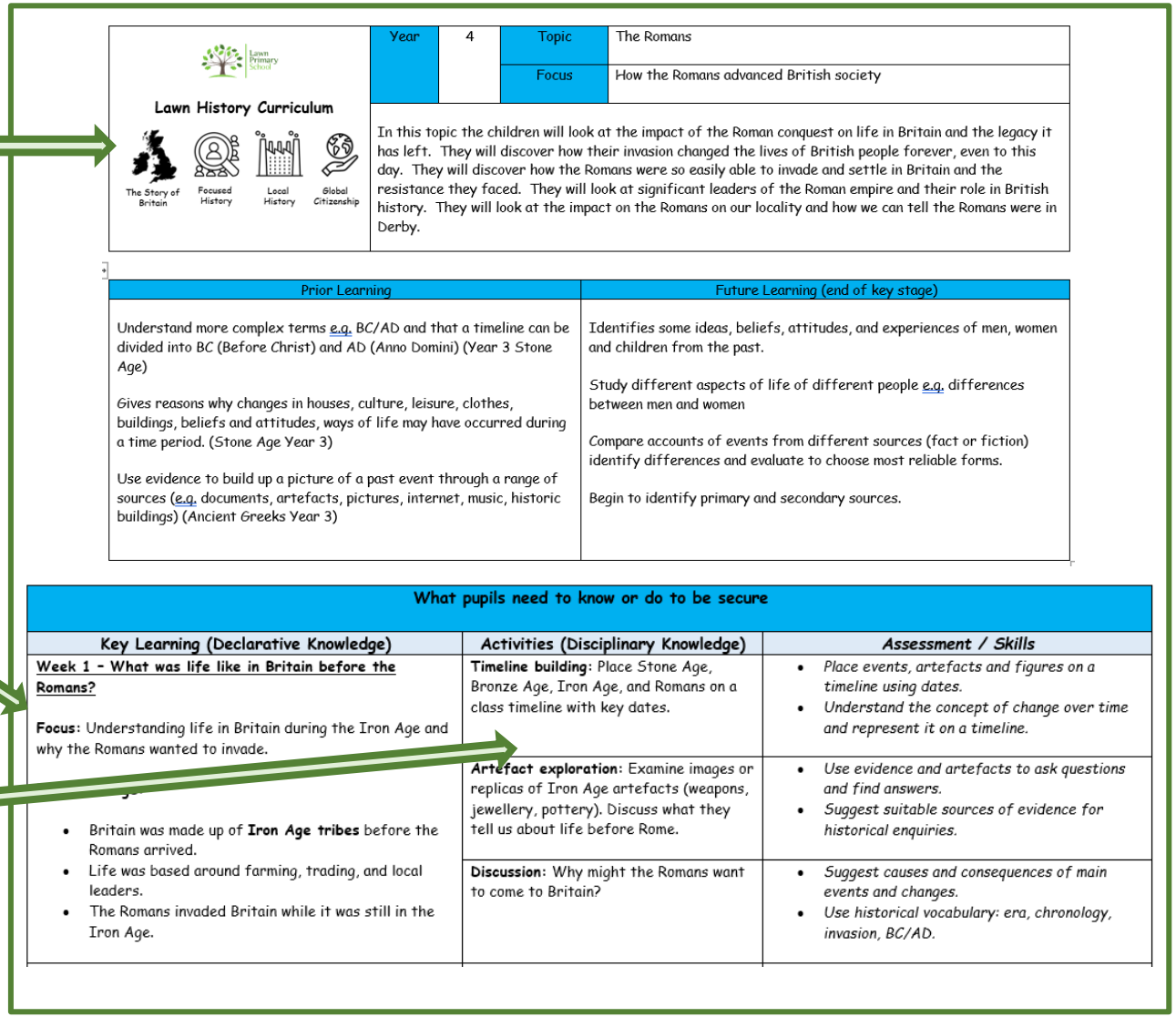
These units are not history half-terms, but draw on historical knowledge and can be used to revisit chronology and historical enquiry skills.

Year 2 · Fighting for Equality Inspiring women from history: Florence Nightingale and the Suffragettes	**Year 4 · Wanted: A Diverse Society** The Windrush Generation	**Year 5 · Children of the Revolution** How children's rights have changed from the Victorian era to the present day

Implementation

Planning

- Progression documentation for each topic can be accessed via Teams in the following folders: 'Curriculum – Lawn Progression Documents' and on the 'Subjects' section of the school website.
- Lesson slide template can be accessed via Teams in the following folders: 'Curriculum – History'.
- Units are designed as six two-hour sessions.
- Declarative knowledge should be kept to a minimum to leave time for children to complete tasks.
- Tasks are provided on the progression document and linked to the relevant skills from the Transform History Knowledge Map.
- Children should complete a minimum of TWO of the tasks provided for each lesson.



Lawn History Curriculum

The Story of Britain | Focused History | Local History | Global Citizenship

Year	4	Topic	The Romans
		Focus	How the Romans advanced British society

In this topic the children will look at the impact of the Roman conquest on life in Britain and the legacy it has left. They will discover how their invasion changed the lives of British people forever, even to this day. They will discover how the Romans were so easily able to invade and settle in Britain and the resistance they faced. They will look at significant leaders of the Roman empire and their role in British history. They will look at the impact on the Romans on our locality and how we can tell the Romans were in Derby.

Prior Learning	Future Learning (end of key stage)
Understand more complex terms e.g. BC/AD and that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) (Year 3 Stone Age) Gives reasons why changes in houses, culture, leisure, clothes, buildings, beliefs and attitudes, ways of life may have occurred during a time period. (Stone Age Year 3) Use evidence to build up a picture of a past event through a range of sources (e.g. documents, artefacts, pictures, internet, music, historic buildings) (Ancient Greeks Year 3)	Identifies some ideas, beliefs, attitudes, and experiences of men, women and children from the past. Study different aspects of life of different people e.g. differences between men and women Compare accounts of events from different sources (fact or fiction) identify differences and evaluate to choose most reliable forms. Begin to identify primary and secondary sources.

What pupils need to know or do to be secure

Key Learning (Declarative Knowledge)	Activities (Disciplinary Knowledge)	*Assessment / Skills*
Week 1 – What was life like in Britain before the Romans? **Focus:** Understanding life in Britain during the Iron Age and why the Romans wanted to invade. • Britain was made up of **Iron Age tribes** before the Romans arrived. • Life was based around farming, trading, and local leaders. • The Romans invaded Britain while it was still in the Iron Age.	**Timeline building:** Place Stone Age, Bronze Age, Iron Age, and Romans on a class timeline with key dates.	• *Place events, artefacts and figures on a timeline using dates.* • *Understand the concept of change over time and represent it on a timeline.*
	Artefact exploration: Examine images or replicas of Iron Age artefacts (weapons, jewellery, pottery). Discuss what they tell us about life before Rome.	• *Use evidence and artefacts to ask questions and find answers.* • *Suggest suitable sources of evidence for historical enquiries.*
	Discussion: Why might the Romans want to come to Britain?	• *Suggest causes and consequences of main events and changes.* • *Use historical vocabulary: era, chronology, invasion, BC/AD.*

Implementation – Lesson Sequence

Title Slide

Last Lesson Review / address misconceptions / whole class feedback

Retrieval

Start with a picture

Today's Learning

Key Vocabulary

Explain / Teach

Independent Activities

Review / Assess / DISCO

Implementation

Subject Specific

- Retrieval tasks should be accessed be ALL children individually and based on an aspect of the 'Prior Learning' section of the progression document or key knowledge from earlier in the topic. Think: 'What should children already know in order to access this learning?'. (Example A). Ideas for activities available via Teams in the following folders: 'Curriculum – Lawn Retrieval Activities'.

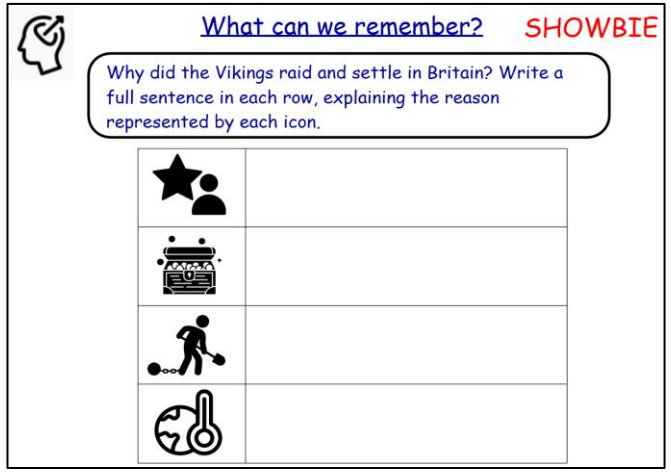
- Written information (declarative knowledge) on lesson slides should be age appropriate and succinct with icons and duel coding used where possible. (Example B).

- Start with a picture section of the lesson sequence should be an image or written historical source linked with the learning for the lesson. Pupils should give verbal analysis using the phrase: 'I See, I Think, I Wonder' as a whole class discussion (Example C).

- Minimum of TWO DISCO questions should be set per topic. Information on theses is available via Teams in the following folders: 'Curriculum – DISCO Questions' (Example E).These should be delivered verbally in Y1 and evidenced on lesson slides. They should be evidenced on Padlet in Y2-Y6. Sentence stems should be provided to structure pupil answers. (Example D).

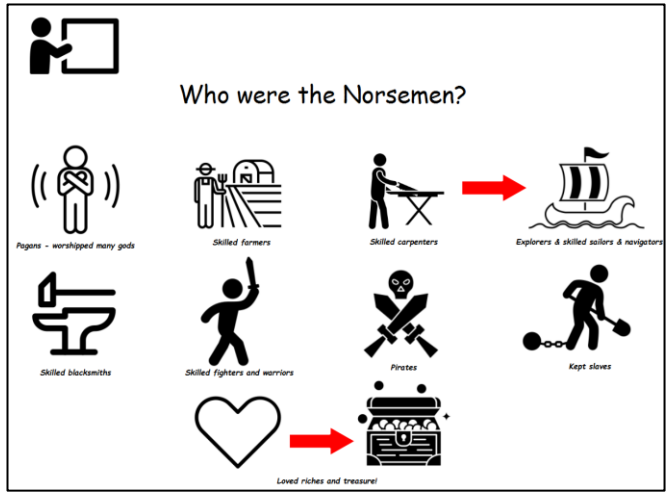
Subject Specific

Example A



Example B

(Use 'The Noun Project' website for banks of subject specific Icons; CoPilot A.I or Widget to generate).

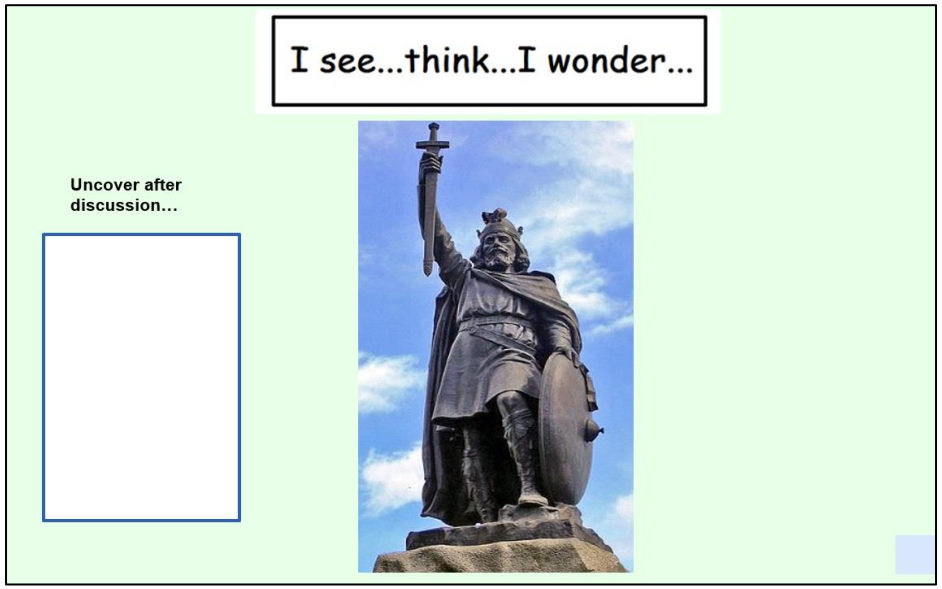


Implementation

Subject Specific

Example C

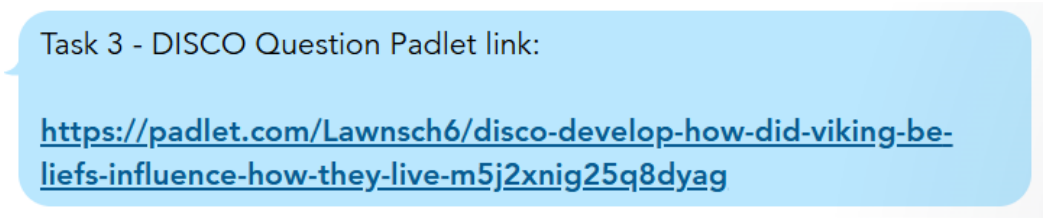
(If required, include brief written info about the image to be revealed following pupil discussions. This will provide a teaching aid – particularly for staff who haven't planned the lesson).



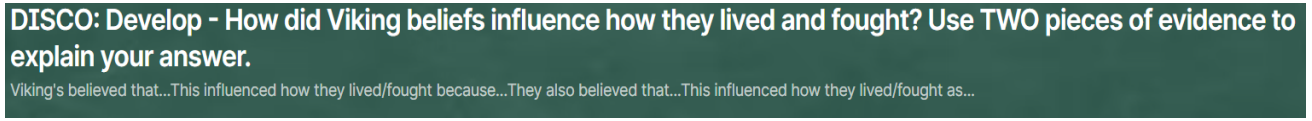
Subject Specific

Example D

(Link to DISCO Padlet should be included in the assignment on Showbie for ease of pupil access and monitoring).



(Question type, question and sentence STEMs should be included within the Padlet to aid pupils in structuring their answers).



Implementation

Subject Specific

Example E

D I S C O

Ambition for all – a curriculum that encourages critical thinking

Develop your initial idea with evidence, details, facts and research.

Imagine a scenario or think creatively of a solution.



Switch your point of view and think objectively.

Compare and contrast, find links, similarities and differences.

Oppose an idea and form a strong argument.



Implementation

Enrichment

- Educational visits and visitors to school should be linked with the sequence of learning provided in the curriculum documentation.
- These should be planned and booked at the beginning of the academic year and included on our whole school yearly enrichment overview. This can be accessed via Teams in the following folders: 'Educational Visits and Enrichment – Enrichment Overviews'.
- All activities and photographic evidence from enrichment should be uploaded to an assignment on Showbie in the folder for the topic.

Enrichment

Lawn Primary School

Educational Visits, Enrichment and parental opportunities – 2025/26

	Year Group							
	EYFS	1	2	3	4	5	6	Whole School
Autumn 1	23rd September - Parents phonics meeting 2:45pm 22nd October - Phonics session with Parents. 9:30 (after Phonics lesson). parents play in the provision – variety of phonics-based activities to show parents different ways to practise phonics at home.			Gurdwara visit: Incredible Me / RE unit on Sikhism	Hindu Temple /Open Centre	Spanish Café (children & parents)	Art gallery	Transform Art Project
Autumn 2	11th/12th December – Nativity to parents 16th December - Parents Christmas Craft morning.	Visitor to school: History of Toys Sign language teacher	Eyam Village and Eyam Museum	Stone Age drama		Jorvik museum Viking Warrior via Zoom (cost dependent) Visit to Mosque / Open centre - Parents invited to assist Derby Music Partnership – Christmas Concert	DCCT visit???	Whole school visit to St Nicks church for Christmas carol concert – families invited

Implementation

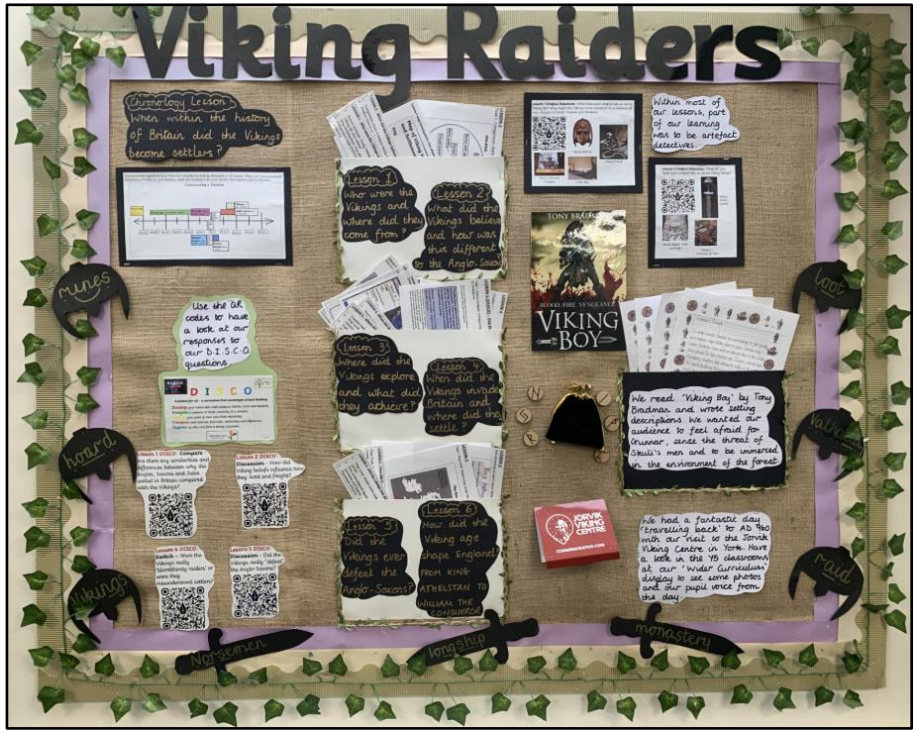
Inclusion

- Written information (declarative knowledge) on lesson slides should be age appropriate and succinct with icons and duel coding used where possible. Text should be kept to a minimum (See Subject Specific, Appendix B).
- Digital adaptations (dictation; voice notes through Showbie; use of A.I to differentiate texts if required audio and video recordings).
- Pupils from vulnerable groups might receive pre-teaching sessions of key vocabulary and/or key concepts.
- Differentiated tasks / outcomes may be required in some cases.

Environment

- There is no specific requirement to include features linking with history within the physical classroom environment.
- Topic displays within the school environment should contain labelled examples of outcomes, both written and digital, demonstrating the specific skills included within the tasks. They should contain QR codes linking to evidence on Padlet and photographic evidence of enrichment.

Environment



Impact

Evidencing on Showbie

- Clear sequence of assignments with learning questions as titles and DISCO questions labelled (Example A).
- Within each assignment, list tasks with a brief description of each for context (Example B).
- Resources and links clearly labelled within each assignment.
- Outcomes, both scanned from curriculum books and digital, should show: evidence of high expectations set; evidence of teacher modelling; and evidence of marking and feedback when appropriate.
- Tasks should mirror those provided on the progression document, pitched at the correct skills for the phase.
- End-of-unit quiz should be clearly labelled with its own assignment.
- There should be an 'Enrichment' assignment evidencing any tasks / photos from educational experiences organised as part of the topic.

Evidencing on Showbie

Example A

Lesson 1 (DISCO) - Who were the Vikings and where did they come from? Copy
no due date

Lesson 2 (DISCO) - What did the Vikings believe and how was this different to the Anglo-Saxons?
no due date
25 6

Lesson 3 – Where did the Vikings explore and what did they achieve?
no due date
27 4

Lesson 4 (DISCO) - When did the Vikings invade Britain and where did they settle?
no due date
22 4

Lesson 5 (DISCO) - Did the Vikings ever defeat the Anglo-Saxons?
no due date
23 4

Lesson 6 - How did the Viking Age shape England? (From Athelstan to William the Conqueror)
27 3

Example B

Todays Tasks:

1. Source analysis: Study Viking artefacts (helmets, ships, jewellery). What do they reveal about Viking life and values?
2. Map investigation: Use atlases to locate Scandinavia and trace Viking routes to Britain.
3. Comparison task (DISCO Question): Compare reasons for Viking invasion with earlier Anglo-Saxon and Jute invasions.

Impact

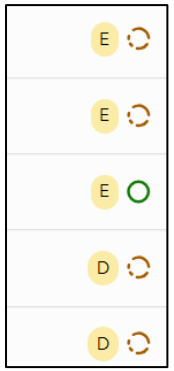
Marking and Feedback

- Marking and feedback should be appropriate to the task. As we follow a live marking and feedback policy, individualised written comments can be kept to a minimum. However, there should be evidence of the impact of live marking in pupil outcomes.
- TED / CUPS evident on Showbie as per the marking and feedback policy (Example A).
- TED / CUPS used in books showing evidence of live marking prior to scanning onto Showbie (Example B).
- Evidence that children are being praised for good work.
- Evidence that children are editing and improving when necessary (developmental marking).
- Where whole-class marking and feedback has been provided, this should be clearly referenced.
- Children can use their purple pen tool for making edits / corrections.
- Feedback on outcomes delivered through Padlet would be fed back live as a class, e.g. DISCO questions.

Marking and Feedback

Example A



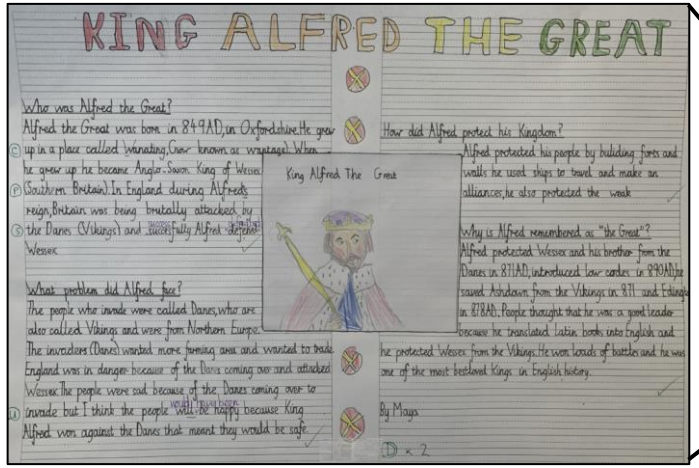


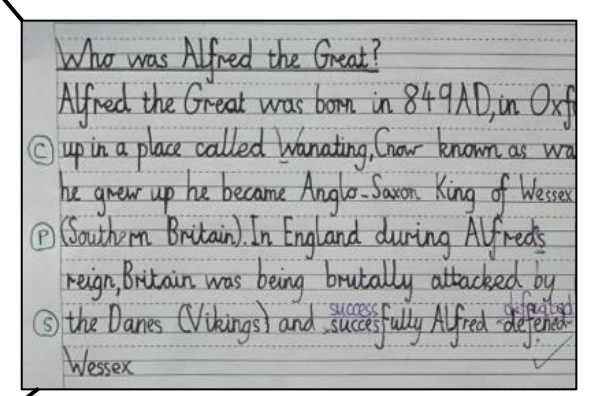
(E) Check and label Malaysia correctly.

Live marked and whole class feedback provided.

Your audio recording was articulate and clear. Great job to you and Jack.

Example B





Impact

Marking and Feedback

Last Lesson Review: TED Time

- At the start of each lesson, you will provide quick whole class feedback on outcomes from the last lesson through TED time (Talk, Edit, Dojo).
- This is split into three sections.

- 1. Celebrate examples of excellent outcomes with screenshots.
- 2. Feedback any common misconceptions that arose from the previous lesson with examples.
- 3. Provide a 'thinking like historians' task for some children to complete whilst others edit their work from the previous lesson.

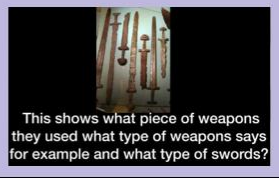
Marking and Feedback

TED Time?



Vikings liked to ice skate when the lakes froze

-Discuss what their use might Have been. Don't make presumptions As to whether the 'liked' or 'disliked'.



This shows what piece of weapons they used what type of weapons says for example and what type of swords?

-Ensure that your explanations Make sense. What do these artefacts suggest about Viking life and culture? Use the sentence STEMS provided



Explain why this is a poorly written analysis of this pendant of Thor's hammer.

"This shows that they must have liked jewels and loved things that were made of metal."





They were skilled-sailors. They would have probably of used the long ships for trade and raiding and getting to other countries. It shows that they were skilled carpenters.

It tells Vikings were skilled blacksmiths. Vikings would have valued it because it protected their head in battle. It is an evidence of war.

- Some excellent analysis of historical sources, reflecting on what historians might learn from these artefacts.

Impact

Digital

- Padlet links shared on Showbie for easy access for children and curriculum monitoring.
- Keynotes / screenshots etc of digital outcomes should demonstrate high expectations of presentation and evidence, where appropriate, of marking and feedback.
- Non-written outcomes, e.g. role-play, should be video files (not photos(to give context.

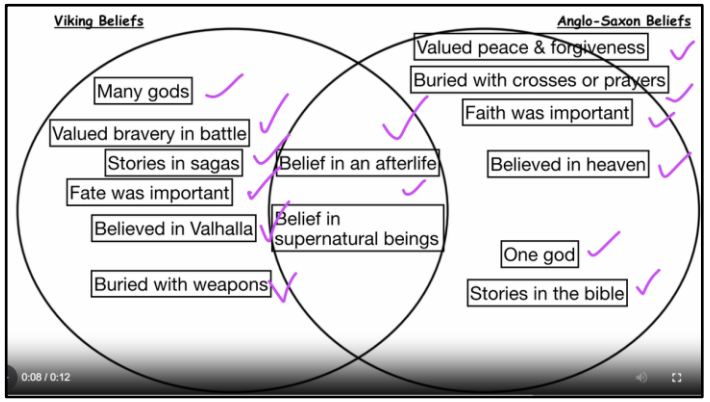
Digital

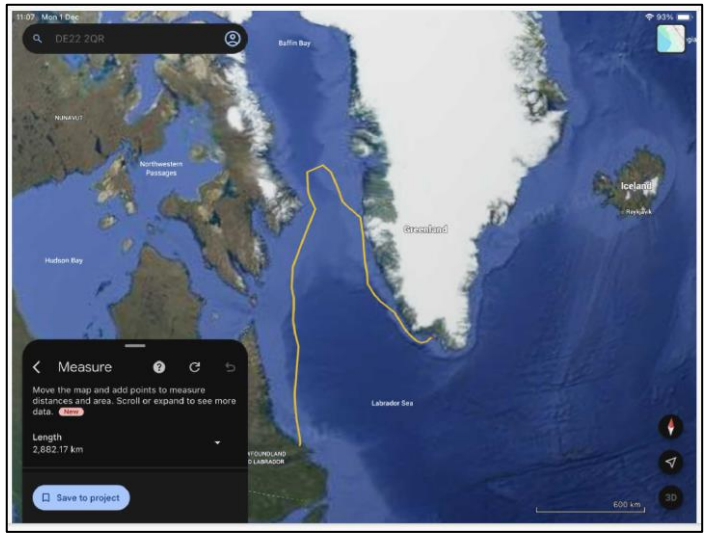
Task 1 Source Analysis - link to Padlet:

https://padlet.com/Lawnsch6/artefact-detectives-what-does-each-artefact-tell-us-about-vi-1fo7mkk2cnbz7iof

Task 3 link to DISCO question:

https://padlet.com/Lawnsch6/disco-compare-are-there-any-similarities-and-differences-bet-jgeib2nb15g6obmv





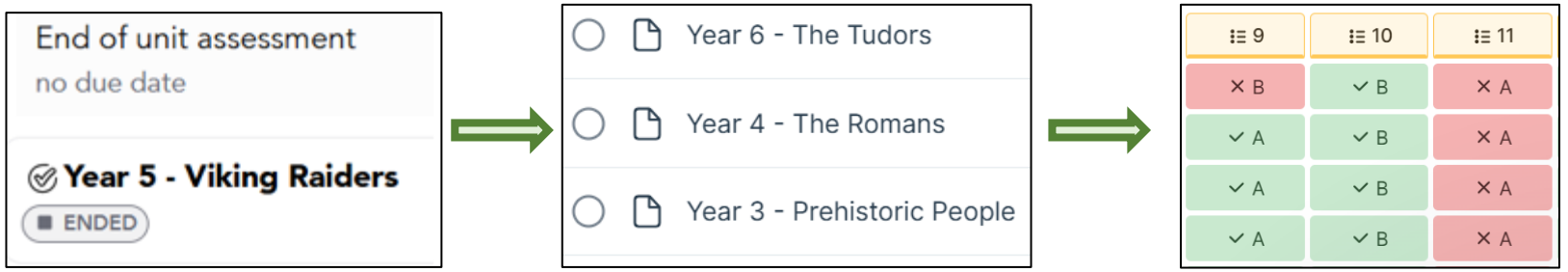
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Summative Assessment

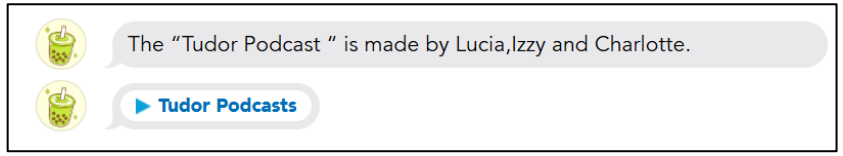
- End-of-unit quizzes set on Showbie to inform retrieval. Use the A.I function to analyse the results and provide feedback on misconceptions for further retrieval or review (Example A).
- Summative assessment task at the end of each topic, e.g. balanced argument, Podcast, presentation, role-play, etc. Children as experts (Example B).
- Assessment judgments made on Insight Spring 1 and Summer 1. (MET, NOT MET) based on all evidence collated.

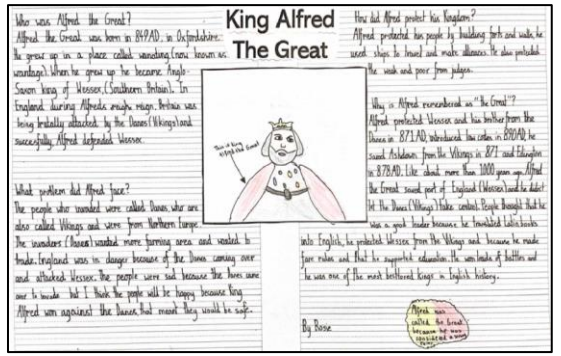
Summative Assessment

Example A



Example B



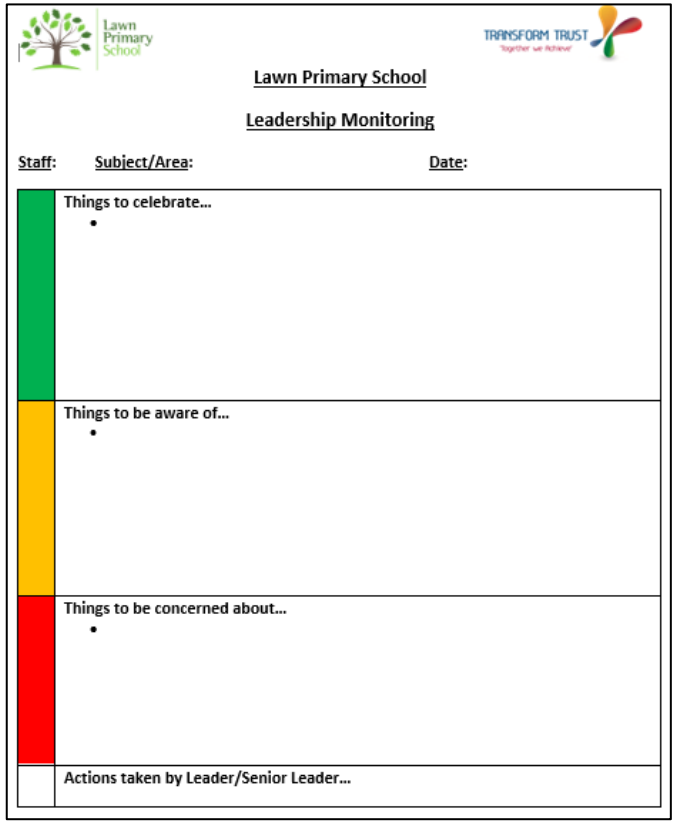


Impact

Monitoring

- Curriculum impact monitoring conducted twice per year using school format.
- Triangulation of evidence that could include: pupil voice, analysis of pupil outcomes on Showbie, pop-ins, learning walk, meet the teacher (formal/informal), lesson study, team teach or sharing good practice (through observation).
- Things to celebrate, things to be aware of, things to be concerned about, will be reported to SLT to discuss next steps.
- Monitoring form available via Teams in 'Monitoring folder.

Monitoring



Lawn Primary School

TRANSFORM TRUST

Lawn Primary School

Leadership Monitoring

Staff: **Subject/Area:** **Date:**

	Things to celebrate… •
	Things to be aware of… •
	Things to be concerned about… •
	Actions taken by Leader/Senior Leader…

Monitoring Menu
Pupil voice
Pupil Book Study
Pop ins
Learning walk
Meet the teacher (formal/informal)
Lesson study
Team teach
Sharing good practice (through observation)
Lesson Study