

# History Policy



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Approved by:	Headteacher
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This policy is scheduled for review on:	Every 3 years or on updates

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## Policy Statement

This policy outlines Manor Multi Academy Trust's ('we' / 'our' / 'us') expectations of our employees' ('you') in relation to the History Policy.

We are committed to equality and value diversity. As such we are committed to fulfilling our Public Sector Equality Duty (Equality Duty) obligations and expect all staff and volunteers to share this commitment.

This policy should also be applied in accordance with: our Staff Code of Conduct, Safeguarding and Child Protection, ICT Acceptable Use Policies and Procedures and Curriculum Policy. Copies of all policies and procedures can be accessed via the **All MAT Staff** area on Teams.

The Equality Duty requires us to have due regard to the need to:

- Eliminate unlawful discrimination, harassment, and victimisation.
- Advance equality of opportunity.
- Foster good relations between people who share protected characteristics, such as age, gender, race and faith, and people who do not share them.

If you consider that any of our practices, policies or procedures may be indirectly discriminatory, you should report your concerns and the basis for them to your line manager, who will take appropriate action and ensure that you receive a written response in respect of the concerns that you have raised.

This policy does not form part of your contract of employment. We reserve the right to amend or withdraw this policy at any time.

We are responsible for ensuring the effective implementation of this policy. As part of equality monitoring, we will review and monitor the operation and impact of the policy on a regular basis and in accordance with the policy review date. As part of this monitoring and review this policy will be equality impact assessed.

## Scope

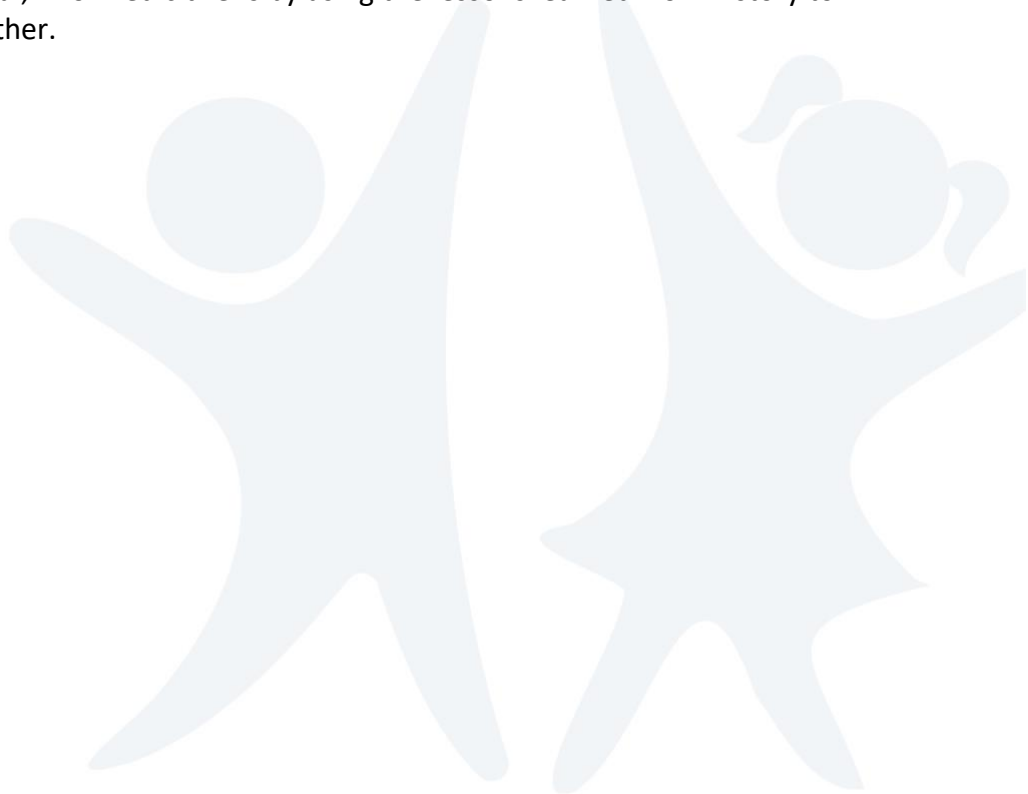
This policy applies to employees, workers, agency workers, consultants, volunteers and pupils, whether during working hours or otherwise.

## Aims & Principles

At East Park Academy, as part of the Manor Multi-Academy Trust (Manor MAT), we are committed to bringing the "Manor Mindset" to life within our history curriculum. The Manor Mindset, focusing on integrity, resilience and excellence, underpins our approach to fostering a rich, engaging learning environment in history. This policy outlines how we aim to build meaningful connections with learners, families and the wider community through the exploration of historical topics, helping every learner find their place in the story of our past.

The Manor Mindset inspires us to encourage learners to engage deeply with historical enquiry, fostering curiosity and critical thinking. We believe that by understanding the people, events and movements that shaped the world, learners can develop a clearer sense of identity and belonging. Effective communication is central to our history curriculum, where we strive to ensure that the knowledge and insights shared are understood, retained and used by our learners long after each lesson ends.

Through compassionate support and structured challenges, our approach reinforces the values of resilience and reflection, encouraging learners to learn from both the triumphs and challenges of history. We leverage diverse teaching techniques—including debate, collaborative projects and storytelling—to make history come alive, always guided by the Manor Mindset's dedication to excellence. By cultivating a culture of curiosity, respect, and critical analysis, this policy ensures that every learner can connect with history in meaningful ways, growing into thoughtful, informed citizens by using the lessons learned from history to create brighter futures together.



## Vision

At East Park, our vision for history education is to develop a strong foundation of knowledge, skills and character—empowering learners to contribute meaningfully to their families, community and the world. Our history curriculum is guided by our vision for an End of Year 6 East Parker and our East Park 8 values: Voice, Creativity, Independence, Collaboration, Leadership and Responsibility, Determination, Kindness and Self-Belief. These values shape learners' experiences, ensuring they grow into confident, capable and compassionate individuals with a deep understanding of the past and its impact on the present and future.

We prioritise voice by encouraging learners to articulate their views on historical events confidently. Creativity is embedded through imaginative projects and storytelling, making history learning memorable and engaging. Independence is promoted by teaching learners to research, question sources and evaluate evidence, empowering them to draw their own conclusions.

Collaboration is key as learners work together to explore multiple perspectives and enrich their understanding. Leadership and responsibility are cultivated by understanding the impact of past actions on the present, encouraging learners to think critically about their roles today. Determination is nurtured through challenging historical inquiries, fostering perseverance in learning. Kindness teaches empathy as learners explore the diverse lives and struggles of people in different eras. Finally, self-belief is nurtured to build confidence in historical skills, enabling learners to trust their judgement and contribute meaningfully to discussions about the past.

Our history curriculum is purposeful, engaging and inclusive, adapting to meet each learner's needs and providing access to challenging content. Ultimately, we aim for every learner to leave East Park with a deep understanding of history, the ability to think critically, and the knowledge, skills, and character to grow both in mind and heart, enabling them to be as happy as they are successful.

## Intent

At East Park Academy, we are historians.

*“The more you know about the past, the better prepared you are for the future,” Theodore Roosevelt.*

Our history curriculum is coherently sequenced so that all learning builds on prior knowledge and progresses towards meaningful goals. From EYFS, where learners begin exploring events and stories beyond living memory, to KS1, where they learn about significant individuals and events, learners develop foundational historical knowledge and enquiry skills. By KS2, they build on these skills by studying broader historical periods, understanding chronology and exploring changes over time. This progression ensures learners are well-prepared for KS3, where they will deepen historical thinking, analyse complex sources and explore broader themes. We blend traditional teaching practices with the latest research to inspire enquiry and critical thinking, preparing learners for future learning and life as informed citizens.

We believe that history is an important part of our curriculum because it...

- Encourages us to be curious and fascinated about the past and its impact today.
- Allows us to learn about real people who lived and real events which happened.
- Provides us with a developing sense of identity and cultural heritage.
- Teaches us to value our own and other people’s cultures in modern multicultural Britain.
- Enables us to understand ourselves as individuals and members of society.
- Helps to prepare us for living and working in a contemporary world.
- Gives us an understanding of the diversity of human experience.
- Helps to influence our decisions about personal choices, attitudes and values.

Without history, we would not be able to...

- Become curious or fascinated about the past.
- Learn more about ourselves as individuals and members of society.
- Properly value our own and other people’s culture and heritage.
- Have a diverse understanding of human experience.
- Understand the past to help influence our own decisions.

## Implementation

At East Park Academy, our curriculum incorporates the statutory requirements set out in the Early Years Foundation Stage framework and the National Curriculum but has been designed to go above and beyond this to provide learners with enriching learning opportunities that enhance their cultural capital. Our bespoke curriculum has been personalised to our school's history and learners' unique experiences.

Our carefully designed schemes of work ensure a progression of historical concepts, knowledge and skills from Reception to Year 6. The following key historical concepts are at the core of our curriculum:

- Civilisations & communities
- Monarchy & rule
- Invention & exploration
- Conflict & conquest
- Equality & justice

Historical vocabulary is also planned for and continually built upon to support learners to 'think and talk like a historian'.

History is taught termly in discrete 3-week blocks, to ensure depth in coverage and to aid learner's recall and retention of their learning. Medium term plans for each topic reflect prior learning and future learning, including the future KS3 curriculum expectations, to ensure learning is well-sequenced and progressive. Links are explicitly made between their history topics and other curriculum subjects, to further enable learners to build secure mental schema of the themes being taught.

We are committed to teaching high quality history lessons that meet the needs of our learners. Across their lessons, children will:

...know	<ul style="list-style-type: none"> <li>- About changes within living memory.</li> <li>- About events beyond their living memory.</li> <li>- About the lives of significant individuals in the past.</li> <li>- Significant places, events or people in their locality.</li> <li>- Changes in Britain from the Stone Age to the Iron Age.</li> <li>- About ancient civilisations.</li> <li>- The Roman Empire and its impact on Britain to the Viking and Anglo-Saxon struggle for control.</li> <li>- Themes extending beyond 1066.</li> <li>- Local history studies.</li> <li>- About a non-European society.</li> <li>- The difference between cultural, economic, military, political, religious and social history.</li> </ul>
...be able to	<ul style="list-style-type: none"> <li>- Have secure chronological knowledge.</li> </ul>

	<ul style="list-style-type: none"> <li>- Gain, use and deploy a historically grounded understanding of abstract terms such as ‘empire’ ‘civilisation’.</li> <li>- Explain why events happened and what their consequences were.</li> <li>- Analyse changes in the past, particularly the pace, type or extent of change.</li> <li>- Analyse how diverse past societies, regions or groups were.</li> <li>- Explore the reasons why some events, places or people are deemed significant.</li> <li>- Use a range of sources and artefacts to answer historical enquiry questions.</li> <li>- Understand that the past can be interpreted in different ways.</li> </ul>
...have experienced	<ul style="list-style-type: none"> <li>- Enquiry based learning.</li> <li>- Stories about the history of humankind.</li> <li>- Opportunities to ‘read to learn’ with challenging texts.</li> <li>- Opportunities to write in ways that are specific to history.</li> <li>- A wide range of historical vocabulary.</li> <li>- Offsite visits linked to historical learning.</li> </ul>

## Impact

Formative assessment of a learner’s progress takes place during each lesson through questioning, observation and written outcomes. As part of the East Park Academy feedback policy, verbal feedback is given to the learners regularly and over the shoulder marking happens where necessary so that immediate feedback can be given and acted upon.

Learners are assessed against identified criteria in a final assessment task three times per year and this is used to identify gaps or misconceptions that learners have and to inform future planning, including ‘Return and Explore’ sessions. These assessments inform the summative assessment that teachers make at the end of each academic year. As a result, learners make rapid and sustained progress from their relative starting points.

Lessons and outcomes are monitored frequently by the history subject lead, along with pupil voice discussions, and evaluations of these are used to continually enhance our curriculum design and delivery.

## Breach of Policy

Any breaches of this Policy will be managed under the Trust’s Disciplinary Policy and Procedure, which can be located in the **All MAT Staff** area on Teams.