



# History Policy

2026-27

### **Approval and Review**

Committee to Approve Policy	Trust Board
Date of Board / Academy Committee Approval	May 26
Chair of Board / Academy Committee	Mrs L Eagle
Signature	<i>L. Eagle</i>
Accounting Officer	Mrs K Peters
Signature	<i>K. Peters</i>
Policy Review Period	Annually
Date of Policy Review	May 2027

<b>Version</b>	<b>Date Approved</b>	<b>Changes</b>	<b>Reason for Alterations (from and to)</b>
V1	May 26	None	

### Vision of the Subject

At Moorpark our aim is for children to have a deep understanding of the past, both in our local area, our country and much further afield, through studying primary and secondary sources of evidence.

We believe that through understanding the past, children can understand how our world has been shaped and can see the impact of important historical events today. We want children to notice links between different historical time periods and units of study and to discuss how the past has impacted the present.

We teach children a sense of chronology, in order to develop a sense of identity and a cultural understanding based on their historical heritage. This enables our children to learn to value their own and other people's cultures in modern, multicultural Britain.

We aim to make all children aware of the actions of important people in history and enable children to know about significant events in British history, whilst appreciating how things have changed over time. Furthermore, our children will also learn about aspects of local, British and Ancient history. This wider awareness will lead to the children having more knowledge of historical development in the wider world.

### Equal Opportunities / Inclusion

Moorpark ensures that all children gain equal access to the History curriculum regardless of gender, ethnicity, ability or individual need.

A variety of teaching and learning styles are employed including visual, auditory and kinaesthetic approaches within whole class sessions, ability and mixed ability groups, pairs and individual teaching and learning in order to cater for all individual needs.






We enable all, to fully access the curriculum by making 'reasonable adjustments' to overcome any barriers.

### Teaching Method

History is taught through specific units in all year groups, where children will have the opportunity to build on skills from previous years. These units will usually last for a whole term, with a different National Curriculum History skill focus for each individual lesson. Where appropriate, the History being taught will link to the Geography unit that is also being taught in the classroom. If not appropriate, History will be taught as a stand-alone lesson. In History lessons, children will be taught knowledge along with an appropriate skill, which will be assessed through their work at the end of the lesson. Often, English class texts, reading and writing will link to the History unit being taught.

Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>• Roman Empire and its Impact on Britain</li> <li>• Stone Age to the Iron Age</li> </ul>	<ul style="list-style-type: none"> <li>• Britain's settlement by Anglo-Saxons and Scots/Viking and Anglo-Saxon struggle for the Kingdom of England to 1066</li> <li>• Ancient Egypt</li> </ul>	<ul style="list-style-type: none"> <li>• Local history study (linked to the Titanic)</li> <li>• Ancient Greece</li> <li>• The Mayans</li> </ul>	<ul style="list-style-type: none"> <li>• World War Two</li> <li>• The Victorians</li> </ul>

Through History units, we aim for children to learn the answers to the five main elements below. We feel that through learning these, children will have a sound understanding of the time period. These will be on display in all classrooms and will feature in flipcharts and floorbooks.

Rulers and Governance		Way of Life	
Beliefs		Conflict and Invasion	
Impact on Today			

### Planning

Long term planning incorporates all the statutory requirements of the National Curriculum (2014). This is pupil driven through enquiry led questions devised by the children, ensuring they have ownership of their learning and next steps. Long term planning focuses greatly on exploration through half termly visits, visitors and through the development of higher order questioning skills.

Medium term planning is informed by both formative and summative assessment information.

Short term planning is skills based and is prepared by the classroom teacher on a weekly or daily basis. Pupils are given opportunities, where appropriate, to develop, apply and extend their basic skills and ICT capability in their study of History.

### **Assessment, Record Keeping and Monitoring**

Staff at Moorpark use the results of ongoing formative assessment to help them make informed decisions about the progress of individual children, set targets and inform planning.

### **Formative Assessment**

#### **Suitable tasks for assessment include:**

- ❖ Observations of individuals or small groups while they partake in group activities. Record by video or annotated work.
- ❖ Marking against success criteria and learning outcomes.
- ❖ Questioning and discussion with pupil/s about their work.
- ❖ Annotated pupil drawings and labelled diagrams, tables and charts.
- ❖ Concept cartoons/ mind mapping at the start and end of half termly units.
- ❖ Work created for History floorbook/individual work folders.
- ❖ Half termly assessment opportunities, testing key objectives and skills.
- ❖ Pre and post assessment of vocabulary related to specific History unit
- ❖ Post assessment tests of knowledge, linked to the five elements of History learning (rulers and governance, beliefs, way of life, conflict and invasion and impact on today)

At Moorpark, teachers will record on a whole class assessment sheet the date of an activity, the skill and knowledge that has been taught, along with those children who achieved above or below age-expected level. Those that are not recorded on the sheets will have achieved age-related.

### **Summative Assessment**

Using higher order questioning and thinking skills, children will identify what they already know, would like to know and afterwards what they have learnt.

### **Monitoring and Evaluation**

The subject leader and senior leadership team take responsibility for the monitoring of the History curriculum and the standards achieved by the pupils. Monitoring, to inform action planning and key priorities, takes the form of:

- ❖ Lesson observations
- ❖ Scrutiny of work and planning
- ❖ Formal and informal discussions
- ❖ Scrutiny of History floorbooks

### Record Keeping

- ❖ Assessment records are kept of individual pupils who are achieving below or above ARE
- ❖ On weekly plans, staff note pupils that exceed or struggle to meet the required level of attainment

### Health and Safety

All teachers complete risk assessments for educational visits using the online tool EVOLVE. The school educational visits co-ordinator and headteacher view the risk assessments at least three weeks prior to any visit for approval by the headteacher. The local authority are responsible for the external approval of any high risk educational outdoor activities.

Reviewed May 2026