

# History Policy

## Our Shared Vision & Values



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- We are ambitious to **ACHIEVE**; we aim high, anything is possible!
- We show **SELF-RESPECT**, we support each other with empathy, tolerance and quiet confidence.
- We are **PROUD**: positive, practical and we persevere.
- We want to be **INSPIRED**, show our creativity, “Dream Big”.
- We demonstrate **RESILIENCE**; we learn from our mistakes, are reflective and reciprocal, take responsibility for our actions.
- Everyone is **EQUAL**; there are exciting experiences at Carlton Road for all.

## The Context of our School and its Curriculum

Carlton Road Academy is a two-form entry school with our own attached Nursery based in Boston, Lincolnshire. With a cohort drawn from the immediate area, the school serves a diverse community with a greater-than-average number of EAL and Pupil Premium students; mobility is high. As a result, it is key that our approach to teaching and learning is accessible to all children, regardless of their background. Our ethos “Aspire to Achieve” is embedded throughout the school, it’s curriculum and our knowledge expectations – we expect our children to “Aim High and “Dream Big”.

Our “Aspire” curriculum brings to life the school’s ethos and values. It embraces the whole child and their success in education – both

academic ambition, practical skills and social achievements. At the same time, we expect the children to be proudly responsible of and for their own efforts, to persevere when the going is not always easy thereby making their individual contribution to the shared, equalitarian and democratic learning experience at Carlton Road.

### Curriculum Intent

Our history curriculum has been designed to develop the children’s curiosity about the past – it is intended to equip pupils to ask questions about the past, analyse evidence, think critically, appreciate different perspectives and develop informed judgements through their knowledge, analyse and creative planning sequence. Our history curriculum is a broad, knowledge and vocabulary rich curriculum – it covers the skills outlined in the National Curriculum through broad, challenging and inspiring themes. Progression is planned and builds on prior learning so that children can make sense of the subject. History lessons are delivered as a discrete subject, with cross curricular links made where possible. The children understand that they are learning history skills and are encouraged them to think like ‘historians.’, understanding their role in time and enabling them to become responsible citizens.

Carlton Road Academy is located in the market town of Boston in Lincolnshire, which has a rich history throughout the ages. Our history curriculum aims to teach the children the importance of the local history, through making connections during the wider history topics, as well as specific focuses during our Heritage Week in the Summer Term. As a school, we support the children’s interest in the history of the local area through visits and also within the community, as we want the children to be proud and have a sense of belonging of their local area.

Our curriculum promotes	<b>A S P I R E</b>	<b>Achievement,</b>	all learners are academically ambitious, aim high, maximising their own potential from their considerably different starting points. Everyone reads with enjoyment and enthusiasm. Anything is possible!
Our curriculum instils		<b>Self-respect,</b>	creating confidence, tolerance and mutual respect within the whole school community, children support and encourage each other upholding British Values.
Our curriculum promotes pupil's		<b>Pride,</b>	they feel part of something bigger, maintain positivity, take pleasure in their work, using both practical skills and their own mindset to help them persevere.
Our curriculum enables students to be		<b>Inspired;</b>	its varied content and wide-reaching subject matter offers a wealth of learning opportunities that encourage creativity, from close to home and further afield; we "Dream Big" at Carlton Road.
Our curriculum develops learners who are		<b>Resilient</b>	to be honest in their understanding and learn from their mistakes, overcome setbacks and challenges, to take responsibility for their own learning, to be reciprocal and reflective in lessons.
Our curriculum embodies		<b>Equality;</b>	everyone is entitled to exciting experiences, cultural, sporting and enriching and to have their views and voices heard.

**The ambitions of our Curriculum**

<b>A</b>	<b>Achievement</b>	Our history curriculum develops the children's thirst for knowledge – through high expectations – the children see themselves as 'historians' – learning about the past and how it impacts on their future. Children are encouraged to think like 'historians' and future career opportunities are made archaeologists, archivists, museum curators or research analysts.
<b>S</b>	<b>Self-respect</b>	Through teaching the rich local history of the school's local area, we want the children to have an understanding and self-respect for themselves and the local area. We want the children to be proud and have a sense of belonging of their local area - our children are the future of the local area.
<b>P</b>	<b>Pride</b>	Our history curriculum, encourages children to be proud of what they have achieved during the history topic from their range of starting points.
<b>I</b>	<b>Inspired</b>	Our history curriculum has been designed to inspire the children's curiosity – by bring history to life – the children are inspired to learn and know more about the past.
<b>R</b>	<b>Resilient</b>	During history lessons, the children are encouraged to never give up when learning about a new historical topic area – links are made to previous learning which helps build the children's resilience. We encourage children to take inspiration from key and important historical figures and communities that have shown resilience in the past.
<b>E</b>	<b>Equality</b>	Our history curriculum is designed to help the children 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. All the children have a range of historical experiences through physical learning, artefacts, visits and trips.

**Curriculum Implementation**

Teaching and learning turns “thinking” (the task of the working memory) into “knowledge” (our long-term memories) that can be recalled and used again and again.

	<b>Forms of Knowledge</b>	<b>What that knowledge looks like in school</b>	<b>What that knowledge looks like in History</b>
<b>A</b>	Academic Answers	Children encounter facts, learn knowledge that is “known”: number bonds, spellings, capital cities, the wives of Henry VIII, colours. Facts that can be straightforwardly shared, memorised and recalled.	Our history curriculum is structured and sequenced to ensure coverage and progression as the children move through school – knowledge is sequenced and built upon over time. The children gain a coherent knowledge and understanding of Britain’s past and that of the wider world.
<b>S</b>	Situational and Symbolic	Children interpret knowledge in the context of what they comprehend from the cultures they know/their context/ community/ heritage. This includes their understanding of symbols – written, gestures, body language, pictorial, coded such a computers or road signs etc.	Through our history curriculum, the children develop an understanding about the life of people who lived in the past – in order to develop a sense of identify and a cultural understanding based on their historical heritage. This enables the children to learn to value their own and other people’s cultures in modern multicultural Britain. Important links are developed and explored between history, geography, RE and PSHE.
<b>P</b>	Practical – the “How to?”	Children learn practical knowledge when they need to know the “How to...” e.g., ride a bike, read a map. The knowledge may come in steps or stages. It could be written down to follow like a recipe or automatically retrieved, once learnt, such as how to swim.	Timelines are used to support children’s chronological knowledge – this is taught in stages across the key stages. Through learning how to read and use a timeline, children can identify and make comparisons and differences that are occurring across the world during different periods of history.
<b>I</b>	Implicit and Incidental	Implicit knowledge often unconsciously obtained, and we may not recall learning it: such as how to walk or talk, it builds on past experiences. Incidental knowledge is similar in that we acquire it from experiences, but these are unplanned or unintended.	Our history curriculum builds on previous learning and historical skills – through using artefacts and sources – questioning skills are taught in Key Stage One and then these past experiences of handling and questioning artefacts are built on throughout Key Stage Two where children unconsciously question artefacts and sources.
<b>R</b>	Relationships and Real Life	This is knowledge that supports children build relationships and understand how social interactions work; the knowledge behind “real life” skills such as empathy, friendship, honesty. For some it comes naturally, most children need a level coaching to acquire it.	Through our history curriculum, the children develop an understanding about the life of people who lived in the past - understanding their role in time and enabling them to become responsible citizens. It is important for the children to understand the importance of showing empathy towards historical events.
<b>E</b>	Experiences and Experts	This is knowledge built up from a range of experiences both undertaken or encountered personally such as a visit to a place of historical	Artefacts are used during history lessons for the children to explore and investigate by

		<p>interest, it may be explicitly taught, or delivered by an “expert” such as a professor, or sensorily observed such as an experiment.</p>	<p>handling real objects, it enhances children’s knowledge and understanding. Primary and secondary sources are used during lessons to enhance learning (including the need for the children to understand that bias does exist in historical sources and the need to interpret the evidence). Visits, visitors, virtual visits, in-school Wow days are planned and organised to provide the children with first-hand experiences to support and develop their learning – children will be excited about their learning if they are given the opportunity to have a hands-on experience.</p>
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In History, we teach to secure that knowledge in the following ways:

	<b>How the children will acquire their knowledge:</b>	<b>What that practice looks like in History</b>
<b>A</b>	<p><i>Active</i> construction of knowledge, the acquisition of <i>vocabulary</i>, teacher <i>articulation</i> of learning processes and the <i>asking and answering</i> of questions.</p>	<p>We use age-related Knowledge Organisers, that are planned for as part of the retrieval process. Key historical knowledge and skills are embedded through planned rehearsal of learning (retrieval practice). Key Questions are used for enquiry, to challenge the children’s thinking and encourage the children’s independent thinking. Historical specific vocabulary is progressive – through revisiting prior learning and then extending children’s knowledge further. Teachers have knowledge of the history topic they are currently teaching as well as how it links to prior history learning and future history learning – they know where their current history topic ‘fits’ within the history learning journey and are able to make the connections to the children. We use high-quality texts throughout curriculum, the texts could be accessed during history lessons or used to link with learning in English lessons, or as the class book. By immersing the children into the historical topic, this encourages a deepening of the children’s knowledge, an understanding of a subject and exposing the children to rich vocabulary.</p>
<b>S</b>	<p><i>Staged</i> development enables children to join up intertwined groups of meaningful knowledge into <i>schemas</i>. This comes <i>semantically</i>, through the <i>senses</i>, through <i>skills</i> and <i>socially</i>.</p>	<p>Our history curriculum is designed to support children in their ability to ‘know more, remember more’. Regular opportunities are used to review the learning that has taken place in previous lessons, terms and years. British History is taught chronologically to allow children to confidently place each time period – this allows children to build on previous knowledge and learning by placing previously taught history periods of time on a timeline.</p>
<b>P</b>	<p><i>Practically</i>: children access a wide range of memorable learning through <i>play</i>, the <i>power of stories pictures and print</i> and through <i>problem-solving</i> activities.</p>	<p>Artefacts are used during lessons for the children to explore and investigate by handling real objects, it enhances children’s knowledge and understanding. Primary and secondary sources are used during lessons to enhance learning (including the need for the children to understand</p>

		that bias does exist in historical sources and the need to interpret the evidence).
<b>I</b>	<i>Internalisation of learning through interaction, instruction, imitation and integration aids the movement of thoughts to long term memory.</i>	Planning allows for regular opportunities to review the learning that has taken place in previous topics as well as previous lessons.
<b>R</b>	<i>Retrieval of knowledge through repetition, revision, recycling and routine prompts memory “muscle” to work, making knowledge “stick”.</i>	Knowledge Organisers are age-related, planned for as part of a retrieval process. Regular planned retrieval practise is used during history lessons to deliberately recall information – in that the act of pulling information ‘out’ from the children’s minds improves learning. Retrieval practices is ‘high challenge, low treat’. Examples include: flashcards, mind-mapping, brain dumps, pairs match, order events on a timeline.
<b>E</b>	Special <i>experiences</i> linked to learning objectives and opportunities in specific <i>environments</i> can enhance the probability of long-term memory retaining key messages.	Visits, visitors, virtual visits, in-school Wow days are planned and organised to provide the children with first-hand experiences to support and develop their learning – children will be excited about their learning if they are given the opportunity to have a hands-on experience.

Our history curriculum is divided into specific concepts of knowledge; successful learning requires the child to understand and know each concept within the subject to ensure their experience is a rounded and robust one. Understanding a single area in isolation will not develop the broad knowledge needed to acquire the cultural capital History can offer.

Our History Progression Map is divided into:

- **Chronological understanding**
- **Knowledge and understanding of past events, people and change**
- **Historical Interpretation**
- **Historical Enquiry**
- **Historical Organisation and Communication**
- **Historical Concepts**
- **Historical Vocabulary**

Teacher’s pay heed to the Voyage Trust’s **History Progression Map** so they can see what knowledge the child should have already and what is to come in future years. The map shows the specific curriculum areas of knowledge that combine together to enable our children to become successful in all areas of History.

**EYFS**

Understanding the World – Past and Present – Talk about the lives of people around them and their lives in society; Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; Understand the past through settings, characters and events encountered in books read in class and storytelling

**Key Stage One**

As the children progress through both Key Stages, they will have the opportunity to learn about:

- **Changes within living memory, (Year 1 - living memory; self/parents/grandparents).**
- **Events beyond living memory that are significant nationally or globally achievements, (Year 1 - using a range of historical sources to find out about the Great Fire and compare it’s impact on individual lives with local**

natural disasters. Year 2 - investigating the significance of the Norman Conquest and the earliest castles built in England and their impact on the local landscape).

- **The lives of significant individuals in the past who have contributed to national and international**, (Year 1 - using a range of sources to learn about local significant individuals and their contribution to our society). (Year 2 – using a range of sources to learn about Mary Seacole, Florence Nightingale and local individual, Sarah Swift).
- **Significant historical events, people and places in our locality**, (Year 2 - applying historical and geographical knowledge to explore the legacy of exploration by some of our local ancestors. Investigating and comparing the UK with Australia following in the footsteps of Captain Cook and Joseph Banks).

### Key Stage Two

As the children progress through Key Stage Two, British History is taught chronologically to allow children to confidently place each time period – this allows children to build on previous knowledge and learning by placing previously taught History periods of time on a timeline:

- **Changes in Britain from the Stone Age to the Iron Age**, (Year 3 - investigating the earliest 'periods of history, children will know the journey that the human race has taken since it's beginning when we lived alongside the dinosaurs).
- **The Roman Empire and its impact on Britain**, (Year 3 - investigating the legacy of the Roman culture up to 410 AD on our world through a range of sources, identifying where we see Roman influence in our locality today).
- **Britain's settlement by Anglo-Saxons and Scots**, (Year 4 - exploring the impact of the Anglo-Saxons on UK culture following Roman rule. Using historical sources to know where we find their legacy around us today).
- **The Viking and Anglo- Saxons struggle for the Kingdom of England to the time of Edward the Confessor**, (Year 5 - building on learning about the Anglo-Saxons to identify the role the Vikings played in shaping our way of life. Using historical sources to find evidence of their legacy around us today).
- **A local history study**, (Year 6 - using a wide range of historical sources this is an overview of World War 2, to know the impact the war had on families and children both nationally and in our locality and investigate the legacy of the individuals, policy and technology that we see around us today).
- **A study of a theme of British history beyond 1066**, (Year 6 - using historical enquiry to understand this turning point in the development of society with a focus on industrialisation and subsequent population migration, it's positive impact on cities, transport and technological progress).
- **The achievements of the earliest civilisations, an overview of where and when the first civilisations appeared**, (Year 4 – an investigation of Ancient Civilisations of the world (Ancient Sumer, The Indus Valley and The Shang Dynasty of Ancient China) followed by an in-depth study of the Ancient Egyptians. Using historical sources to understand the significance the culture has had on the world as we know it today).
- **Ancient Greece – a study of Greek life and achievements and their influence on the western world**, (Year 5 - investigating the legacy of the Ancient Greek culture, it's achievements and the impact still seen in the Western World today).
- **A non-European society that contrasts with British history**, (Year 5 - building on knowledge of ancient civilisations to investigate similarities and differences between the Maya and civilisations we know about and to explore how indigenous cultures influence the world we live in today).

### Lincolnshire Heritage Week

Alongside teaching local history within the main historical topics being taught, we have incorporated a Lincolnshire Heritage Week during the Summer Term, with a focus on either the history or the geography of the local area: Years 1, 3 and 5 follow a local heritage enquiry:

- Year 1 - **Investigating the history of our school** - *through the use of Digimaps – compare 1850 to present day. Use a range of sources and age-appropriate chronology 'Local History – culture on your doorstep'*



- Year 3 - **Investigating the history of The Boston May Fair** - *Using Digimaps to compare our locality to the area in the 19<sup>th</sup> Century, Use a range of sources and chronology to explore 'Local History, the culture on your doorstep'*
- Year 5 - **Investigating the history behind street and road names around our school** - *Using Digimaps to compare our streets in 1850 to present day. Use a range of sources and chronology to explore 'Local History, the culture on your doorstep'*

### Impact

Assessment is used to monitor children's progress during history lessons and to identify any child needing additional support as soon as they need it. Assessment for learning is used through the use of Knowledge Harvests – these are completed at the beginning of each history topic, assessing what they children already know (remember) from previous learning. Then throughout the history topic, as the children's knowledge is built up, the children add their understanding to the Knowledge Harvest throughout the term. Teachers use questioning during lessons to identify to ensure misconceptions are highlighted and addressed and to identify if children need additional support. At the end of a unit of work, teachers will assess whether the children have gained the knowledge and skills for history topic and historical skills. This will inform the teachers of key learning areas when teaching their next historical topic. Then, at the end of the academic year, the teacher will also be able to pass this onto the next year group teacher for building on and developing historical skills.

**This policy was most recently updated in:**  
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