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INTEGRITY

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History Policy V2

Sheep Dip Lane Academy

Author/Owner (Name and Title)	Mrs Parish, Principal
Version Number	Version 2
Date Approved/Reviewed	July 2025
Date of Next Review	July 2028
Approved By	LGB
Policy Category	Academy Policy
(Please indicate in bold)	



Exceed Learning Partnership
• EVERY CHILD • EVERY CHANCE • EVERY DAY •

Version Control

<i>Version</i>	<i>Revision Date</i>	<i>Revised by</i>	<i>Section Revised</i>
V1			All sections – revised document
V2	July 2025		New Policy Cover

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1. Purpose

- 1.1 This policy sets out our intent for the teaching and learning of History, how this is implemented across all year groups and phases and the expectations of staff so that we have quality and consistency for all.
- 1.2 At Sheep Dip Lane Academy we aim for a high quality history curriculum that ignites in pupils a real curiosity and fascination about Britain's past and that of the wider world. Our aim is to fulfil the requirements of the National Curriculum for History whilst also being fully inclusive to every child; providing a broad, balanced and differentiated programme of study that encompasses British Values throughout.

At Sheep Dip Lane Academy we expect all staff to adopt the following principles and use these consistently within their teaching and learning of History.

2. Intent

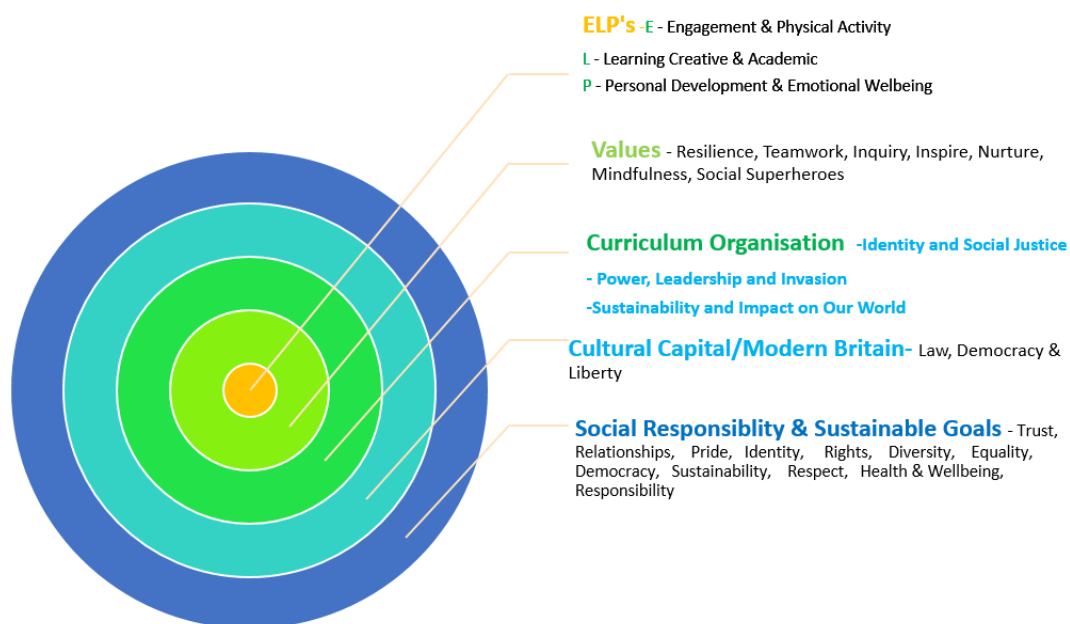
2.1 At Sheep Dip Lane Academy we aim for pupils to acquire a passion for history which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways.

It is our ambition that children become historians. In order for this to be achieved, children need to have:

- Substantive knowledge and understanding of historical people, events and contexts, as well as disciplinary historical concepts and processes.
- The ability to think, reflect, debate and evaluate the past, formulating and refining questions and lines of enquiry.
- A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics.
- The ability to consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate historical evidence derived from a range of sources.

- A respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgments.
- The ability to think critically about history and confidently communicate ideas.

Curriculum Design Sheep Dip Lane Academy



Our curriculum focused strands that are predominantly History focused are Identity and Social Justice and Power, Leadership and Invasion.

3. Implementation

Implementation

What do we teach? What does this look like?

3.1 At Sheep Dip Lane Academy, our long term plan for the wider curriculum is divided into 3 strands; **Identity and Social Justice** (Autumn term); **Power, Leadership and Invasion** (Spring term) and **Sustainability and the Impact on the World** (Summer term). Through these strands, a sequential History curriculum is delivered. Units of learning are linked under historical eras or significant events. These units are planned with an overarching inquiry question, examples of these units are -

- Why do we have a King or Queen?
- Who were the Ancient Egyptians and what marks did they leave behind?
- Who were the Tudors and what impact did the period in time have on modern Britain?

Timelines are introduced as a concept in EYFS using the children's experiences, such as the sequence of events during their lives. This is then built on throughout KS1 and KS2 where timelines are used to reinforce the length, overlap and connections between different eras in history.

3. Teaching and learning strategies:

3.1 Teachers make connections and draw comparisons between the different time periods that the children have studied to help them to understand change over time.

The History Curriculum at Carr Lodge Academy has been structured to ensure that current learning is linked to previous learning, making use of the immediate and wider local area, enabling children to develop a deep understanding of the rich history in their locality.

Our units of learning ensure that the National Curriculum is fully covered and that progression occurs across all year groups. The delivery of history through these units provide consistency across the academy, ensuring that the pupils receive a broad and ambitious curriculum for all, supporting all pupils and providing challenge at all levels in order to develop children's substantive and disciplinary knowledge.

3.2 At all times we aim to make our delivery interesting and based on first hand experiences wherever possible in order to stimulate the pupil's enthusiasm. We do this by linking practical investigations with theoretical content, such as class trips to Gainsborough Old Hall, Cusworth Hall, Murton Park Viking Village etc. and by developing their understanding of investigation by including primary and secondary sources of evidence.

E.g. (artefacts, books, search engines) and emulating the skills used by historians, archaeologists, palaeontologists etc. We also encourage high quality questioning from both the pupils and as starting points for each new topic. Empathy is also encouraged and knowing that personal viewpoints can skew interpretation.

3.3 Progression and schemes of learning

In addition to this policy please refer to the academy progression document overview and phase schemes of learning: EYFS Nursery and Reception, KS1 Y1 and Y2, LKS2 Y3 and Y4 and UKS2 Y5 and Y6.

See our history overview here: [History overview and progression](#)

See our concepts mapping document here: [History concept mapping](#)

3 Impact

4.1 At Sheep Dip Lane Academy, the impact of our history curriculum should provide our children with:

- The knowledge and understanding of people, events and contexts from historical periods covered
- The ability to think, reflect, debate, discuss and evaluate the past

- The ability to think critically about history and communicate confidently their interpretations about what they have learnt
- The ability to consistently support, evaluate and challenge their own and other's views using detailed, appropriate and accurate historical evidence derived from a range of sources
- A passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways
- A respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgments
- A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics

4 Learning Intentions and Key Knowledge Component/Assessment Criteria

5.1 Marking is undertaken in accordance with the learning intention and steps to success/key knowledge components. Where appropriate we mark with the pupil present. The teacher then can refer back to each lesson's bookwork, evaluate a pupil's understanding through questioning and recall at the end of a unit key knowledge and evaluate the pupil's main piece/s outcomes. The teacher summative assessment is record each term and then evaluated to form an end of year outcome to be reported to parents and carers, leaders and LGB annually.

5. Inclusion

The academy aims to encourage all pupils to reach their full potential through provision of varied opportunities and adaptations to ensure that all pupils are immersed in the curriculum knowledge and supported to ensure they acquire the disciplinary aspects.

All children will be given equal access to history irrespective of social class, gender, culture, race, disability, or learning difficulties. Respect and tolerance for all cultures will be promoted through the study of history.

6. Resources

We encourage children to learn by experience and value the importance of looking at artefacts, visiting museums, galleries and places of historical interest as an integral part of the history curriculum. To support this we have many resources in the academy or trips are organized to take advantage of the wealth of historical sites in the local area.

Date of Policy July 2025

To be reviewed July 2028

Signed:  Principal

Signed:  Chair of Governors