

HOWE DELL PRIMARY SCHOOL
Policy
Autumn 2025
Next review: Autumn 2027

Intent

At Howe Dell, we teach History using 'CUSP' resources. The History teaching is progressive and sequential inspiring children to reflect on previous knowledge to support their new learning. For example in Early Years, children are taught about the similarities and differences between the past and now. This is then used as the foundations of historical teaching, moving into Year 1 - changes within living memory and Year 2 – Events beyond living memory etc.

The sequence of history is taught based on cumulative knowledge, chronology, change through cause and consequence. Children are supported in making connections within and throughout periods of time. The cumulative style of the curriculum is implemented to support access to the long-term memory through retrieval and spaced retrieval practice, world building and deliberate practice tasks. The impact of teaching through this model supports opportunities for children to associate and connect with periods of time, people, places and events.

Aims of the National Curriculum

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of Britain as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Key Stage One

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They

should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Key Stage Two

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

Early Years

In Early Years, children are encouraged and guided to develop their understanding of past and present. Our curriculum is delivered through play, adults modelling, observing one other, and through guided learning and direct teaching. Children are encouraged to be historians who are able to:

- Begin to make sense of their own life-story and family's history
- Talk about members of their immediate family and community.
- Name and describing people who are familiar to them.
- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.

At Howe Dell, we ensure that children develop a good understanding of the past and present, by:

- Spending time with children talking about photos, memories and encouraging children to retell what their parents told them about their life story and family.
- Presenting children with pictures, stories, artefacts and accounts from the past, explaining similarities and differences.
- Offering hands-on experiences that deepen children's understanding.
- Showing images of familiar situations in the past, such as homes, schools, transport and early childhood.
- Looking for opportunities to observe children talking about experiences that are familiar to them and how these may have differed in the past.
- Offering opportunities for children to begin to organise events using basic chronology, recognising that things happened before they were born.
- Frequently sharing texts, images, and telling oral stories that help children begin to develop an understanding of the past and present.
- Introducing characters, including those from the past using songs, poems, puppets, role play and other storytelling methods.

Specific Area of Learning Understanding the World	ELG 13 Past and Present	How this is achieved in EYFS	Key Vocabulary to be developed in EYFS	History KS1
	<ul style="list-style-type: none"> • Talk about the lives of people around them and their roles in society. 	<ul style="list-style-type: none"> • Personal history; how they celebrate Christmas, new year, family celebrations such as Birthday's – 	<ul style="list-style-type: none"> • History • Historian • After • Next • Before 	<ul style="list-style-type: none"> • Changes within living memory. Where appropriate, these should be used to reveal

<ul style="list-style-type: none"> • 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. 		<p>throughout the year.</p> <ul style="list-style-type: none"> • Learning about the family traditions of children in class from different cultural backgrounds. • Remembrance Day • Bonfire Night – Guy Fawkes • Learning Feedback times – talking about learning from the previous day / week etc... • Through interactions talking about what they did yesterday, last week, last year. 	<ul style="list-style-type: none"> • New • Old • Now • Then • Past • Present • Time 	<p>aspects of change in national life.</p> <ul style="list-style-type: none"> • Events beyond living memory that are significant nationally or globally
	<p>ELG 14 People, Culture and Communities</p>			
<ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. 		<ul style="list-style-type: none"> • Sharing class learning journey to reflect on learning throughout the year and recall events • Child led learning inspired from books – Little People, Big Dreams as well as any individual topics of interest 		

Implementation

Planning

At Howe Dell, History is taught across each year group in modules that enable pupils to study in depth key historical understanding, skills and vocabulary. Each module aims to activate and build upon prior learning, including EYFS, to ensure better cognition and retention. Each module is carefully sequenced to enable pupils to purposefully layer learning from previous sessions to facilitate the acquisition and retention of key historical knowledge and events. Modules are revisited either later in the year or in the following year as part of a spaced retrieval practice method to ensure pupils retain key knowledge and information. History is studied chronologically and comparisons are made between different time periods and cultures including linking to other subject areas such as Geography and Design & Technology.

Accompanying each module is a Knowledge Organiser which contains key vocabulary, information and concepts which all pupils are expected to understand and retain. Knowledge notes are the elaboration and detail to help pupils acquire the content of each module. They support vocabulary and concept acquisition through a well-structured sequence that is cumulative. Each Knowledge Note begins with questions that link back to the cumulative quizzing, focussing on key content to be learnt and understood. Knowledge Organisers and Knowledge Notes are dual coded to provide pupils with visual calls to aid understanding and recall. Knowledge Organisers and Knowledge notes are referenced throughout each module and copies of the Knowledge Organiser are sent home to families to support with home learning. Digital resources are used to secure knowledge and understanding of concepts in History using the iLearn platform. In addition, pupils can access at home key learning platforms that are used in school e.g. Curriculum Visions.

Vocabulary

Vocabulary forms a key part of our wider curriculum. Subject specific Tier 2 and Tier 3 words are incorporated in each module.

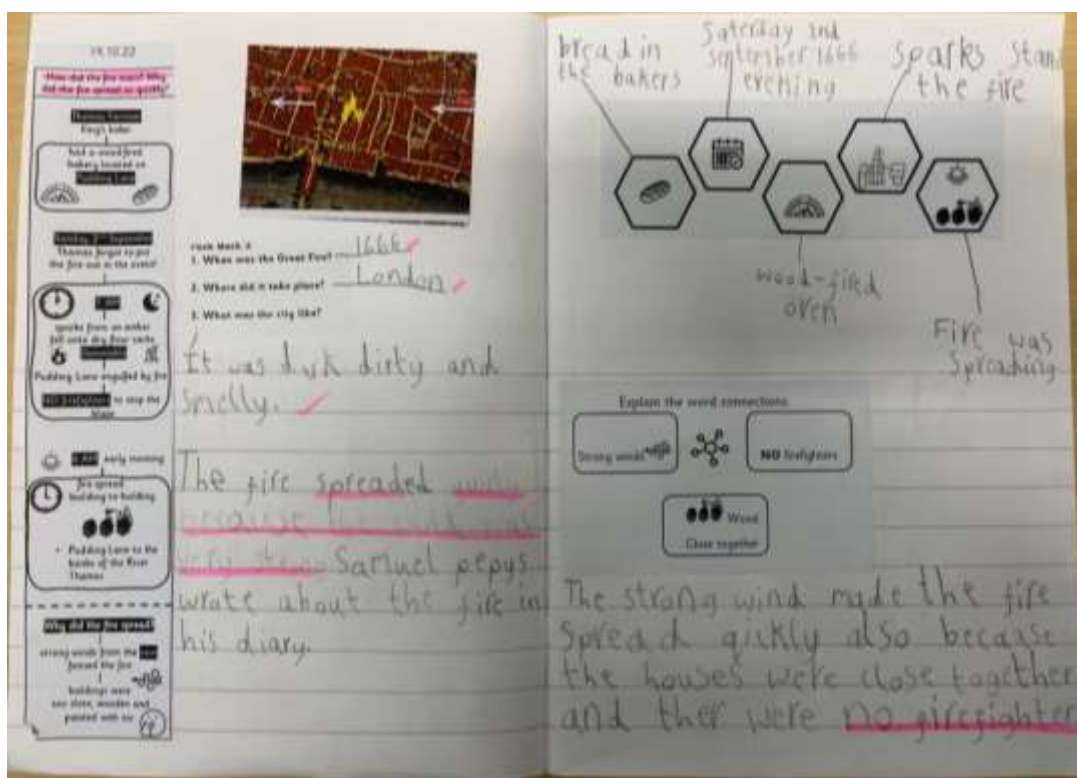
Continuous Professional Development

All staff have undergone CPD in Cognitive Load Theory, Spaced Practice Retrieval Theory and planning the wider curriculum which has supported the development of a modular wider curriculum.

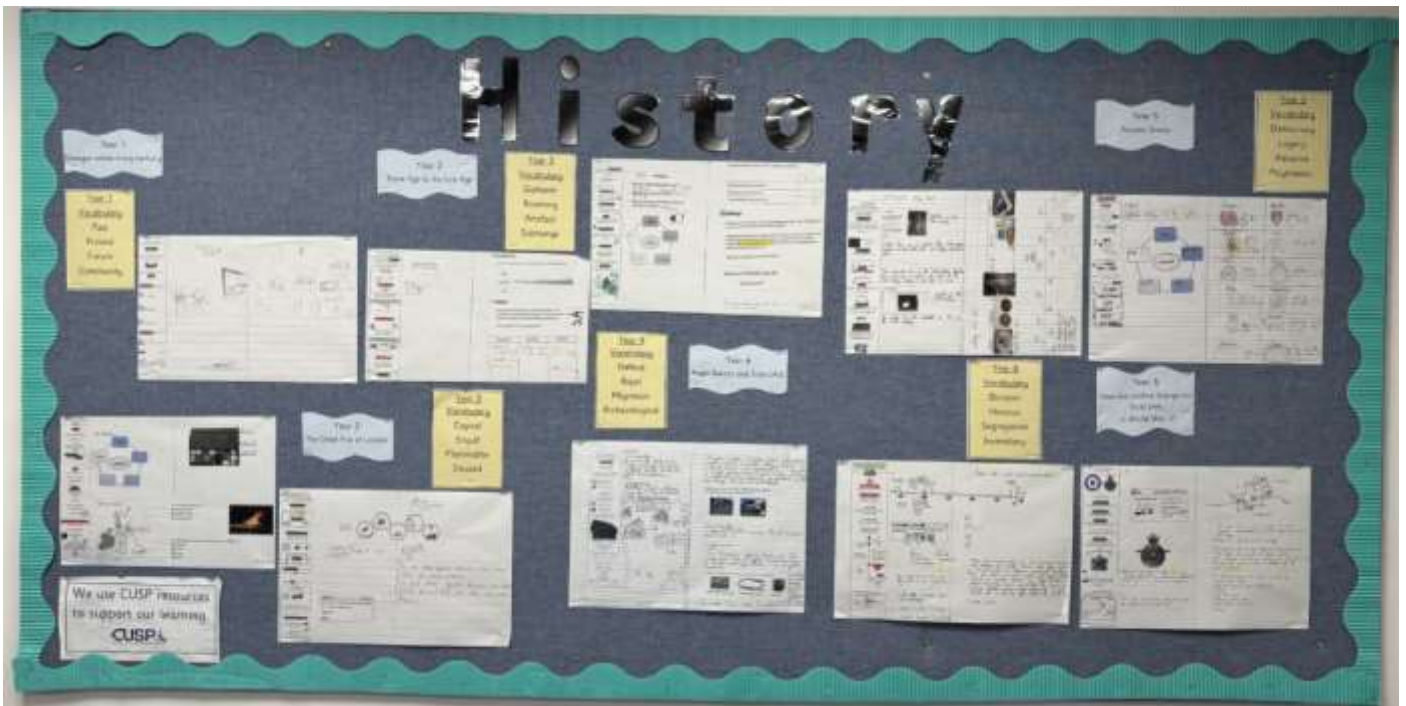
Impact

Pupil Book Study

Senior leaders and subject leaders regularly undertake book studies to monitor the effectiveness of teaching and learning. This includes sessions with small groups of pupils using questioning to check and ensure information and knowledge is acquired and understood with increasing confidence. Feedback is given to teaching staff to inform future planning.



History Display board:



Early Years Book Study:

