The Levett School

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Positivity | Determination | Reflection | Integrity

History Policy

Policy agreed by Headteacher on:	03.11.2026
Review date for Headteacher:	November 2026
Allocated Group/Person to Review:	Emma Place
Agreed frequency of Review, by allocated person:	Every 2 years
Last Review date:	03/11/2026

Melton Road, Sprotbrough, Doncaster, DN5 7SB

City of Doncaster Council

Levett School History Policy

The Levett School believes that History makes a valuable and distinctive contribution to pupils' education. Learning about the past and the methods used to study sources and draw conclusions helps pupils understand and contribute to the world in which they live. In line with the national curriculum, we use carefully sequenced lessons, inspired by the Cornerstones Curriculum, to enable pupils to aim high and build on what they already know and understand, whilst offering an exciting curriculum creating enjoyment within every lesson

Our Cornerstones curriculum pedagogy is based on four distinct stages (known as the Four Cornerstones) which aim to give clear direction – through a carefully sequenced, interconnected and knowledge-rich planning sequence – for both teaching and learning:

Engage – Develop – Innovate - Express

- Engage in memorable experiences that stimulate children's curiosity, leading them to ask questions and talk about their prior learning.
- Develop new skills and knowledge by delving deeply into a theme, where children make links, create, explore, make, read and write.
- Innovate by returning to prior knowledge and skills so that children can use and apply these in new contexts (in and out of school).
- Express what has been learned by providing opportunities for children to reflect, test their knowledge and celebrate their achievements.

AIMS

- To help pupils develop a sense of identity through learning about their family, the development of their community, Britain, Europe and the world.
- To introduce children to what is involved in understanding and interpreting the past.
- To develop a range of skills necessary for historical enquiry and interpretation.
- To arouse an interest in the past and an appreciation of human achievement.
- To understand the present in the light of the past; the influence that events in the past have in shaping the present.
- To develop children's knowledge and understanding of major issues and events in the history of their own country and others.
- To acquire a chronological structure and language in order to provide a frame-work for understanding the past.
- To understand the difference between the past and present and that people of other times and places may have held different values and attitudes from ours.
- To enrich other areas of the curriculum.

Key Stage 1

The curriculum at Key Stage 1 should focus on developing children's 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. Children 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.

In planning to ensure the progression described above, through teaching about the people, events and changes outlined below, teachers may introduce pupils to historical periods that they will study more fully at Key Stage 2.

Pupils should be taught about:

- Changes within living memory
- Events beyond living memory that are significant nationally or globally
- The lives of significant individuals in the past who have contributed to national and international achievements
- Significant historical events, people and places in their own locality

These are taught through the projects:

- Childhood
- School days
- Movers and shakers
- Magnificent Monarchs

Key Stage 2

The curriculum at Key Stage 2 should continue to allow children 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. Children 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.

In planning to ensure the progression, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

- Changes in Britain from the Stone Age to the Iron Age
- The Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- A local history study
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300

These are taught through the projects:

Lower Key stage 2

- Through the ages
- Emperors and Empires
- Invasion
- Ancient Civilisations

Upper Key stage 2

- Dynastic Dynasties
- Ground Breaking Greeks
- Maafa
- Britain at war

ASSESSMENT AND RECORD KEEPING

The general school policies on assessment, recording, reporting and marking apply to History. Pupils are assessed in history at the end of each Cornerstone session and then recorded every term (3 times a year). Judgements are recording using the Cornerstone/ Assessment tracker re the assessment policy.

PLANNING

History planning is In line with the national curriculum, through sequenced lessons, inspired by the Cornerstones Curriculum This information is developed and adapted by the class teams to produce more detailed lesson plans.

EVALUATION AND DEVELOPMENT OF PLANNING

The History lead at the Levett School is responsible for monitoring curriculum coverage and will review planning for each year group on a half termly or termly basis, as appropriate. Staff complete work and planning scrutinies where teaching and learning can be moderated and issues raised and discussed. Monitoring of classroom practice and children's work is carried out by the subject lead through an allocation of support and development time. The Subject lead will conduct quality assurance through learning walks, subject drop ins and as part of joint lesson observations.

RESOURCES/ VISITS

Resources specific to individual units are kept within the resource room based within the staff room and are accessible to all. Books of general interest are kept in the library. Whenever possible, visits related to History topics are made. Events are also organised within school. Increasing the use of ICT will be made to support and enhance units of work e.g. Use of the internet for research and E-mail links with people in order to gain first-hand knowledge and primary source material. For information on sites and educational outreach projects, please see the History lead directly.

S.E.N.

In accordance with school policy on differentiation and S.E.N, teachers provide work that is appropriate to the learning experiences of individual children. To achieve this, it is necessary for the teacher to be aware of the SEN/ EHCP statements that apply to children being taught in the class.

For pupils with SEN, tasks are differentiated accordingly so that all pupils are included. There are occasions when the resources may be different from those of the class but these will be in keeping with the pupil's EHCP/ SEN plans. More able and talented pupils will be identified and their work differentiated accordingly. Teachers can ensure that the children are being encouraged to fulfil their potential through using a range of strategies...

Pupils can:

- Work on same content at different rates/ levels through open-ended tasks matched to individual or group needs.
- Be helped to understand historical events and developments through studying the lives of individual people.
- Be taught concepts through discussion, concrete examples and practical activities.
- Exceptionally able pupils need open-ended tasks which enable them to tackle more complex issues.
- Understand more difficult concepts.
- Deepen and broaden their knowledge and understanding of the historical events on developments they are studying.
- Use a wider and more demanding range of sources

EQUAL OPPORUTUNITIES

History has a big part to play in removing stereotyping. It is important to be aware that there is bias in anything we do and therefore resources, particularly photographs need to be carefully selected. The children should be encouraged to question the nature of evidence, in order to gain a deeper understanding

MULTICULTURAL EDUCATION

History has a particularly strong role to play in this. Pupils should be introduced to aspects of their own culture in History. In consideration of other cultures, teachers should be careful to choose resources which reflect different aspects of society. In particular, teachers should note that "development" and "developing" are relative terms and hide a lot of assumptions. It is important to avoid ethnocentrism and prejudice.

Please refer to our teaching and Learning Policy, Social and Emotional Health Policy, Equality Policy, Feedback and Marking Policy and Educational Visits Policy.

REVIEW

The curriculum will be kept under review and evaluated regularly. This will require discussion between the Head Teacher, History Lead and all teaching staff to ensure appropriate coverage of the curriculum and the teaching of key skills are being implemented.