A proud member of

History Policy

Date Written	25th September 2026	
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Date of review	September 2027	
Approved by:	(CoG)	Date:
	(EHT)	Date:

The school is committed to safeguarding and promoting the wellbeing of all children and expects our staff and volunteers to share this commitment.

Moorcroft Wood Academy

Intent

At Moorcroft Wood Academy we are committed to providing all children with learning opportunities to engage in history. This policy reflects Moorcroft Wood Academy's values and philosophy in relation to the teaching and learning of history. It sets out a framework within which teaching and non-teaching staff can work within, and gives guidance on planning, teaching and assessment.

History is about real people who lived, and real events which happened in the past. History is concerned with sequence, time and chronology and is the study of evidence about the past; it gives us a sense of identity, set within our social, political, cultural and economic relationships. History fires the children's curiosity about the past in Britain and the wider world and plays an essential part in preparing us for living and working in the contemporary world. Pupils consider how the past influences the present, what past societies were like, how these societies organised their politics, and what beliefs and cultures influenced people's actions. As they do this, children will be able to develop a chronological framework for their knowledge of significant events and people. They will see the diversity of human experience and understand more about themselves as individuals and members of society. What they learn can influence their decisions about personal choices, attitudes and values. In history, children find evidence, weigh it up and reach their own conclusions. To do this they need to be able to research, sift through evidence, and argue for their point of view - skills that are prized in adult life.

Subject Aims at Moorcroft Wood Academy:

The aims of history are consistent with our intent. Our aims for history at Moorcroft Wood Academy are:

- To enthuse the children with curiosity and understanding of events, places and people in a variety of times and environments.
- To develop an interest in the past and an appreciation of human achievements and aspirations.
- To understand the values of our society.
- To learn about the major issues and events in the history of our own country and the wider world, understanding how these events may have influenced one another.
- To develop a knowledge of chronology within which the children can organise their understanding of the past.
- To understand how the past was different from the present and that people of other times and places may have had different values and attitudes from ours.

Implementation

The children undertake a broad and balanced programme of history that takes account of abilities, and physical, emotional and intellectual development. Through history, the children learn a range of skills, concepts, attitudes and methods of working. At Moorcroft Wood Academy, we are concerned with the process of history activities ensuring that lessons are taught effectively and the skills are built upon each other in a logical order.

Across the academic year, the whole school will be involved in celebrating some historical dates such as:

- Bonfire Night
- Remembrance Day
- Black History Month
- International Women's Day

EYFS

During the Foundation stage at Moorcroft Wood Academy, the children are given the opportunity to find out about past and present events in their own lives, and those of their families and other people they know. In the Foundation stage, history makes a significant contribution to developing a child's 'knowledge and understanding of the world' through activities such as looking at pictures of famous people in history or discovering the meaning of new and old in relation to their own lives. Reception children at Moorcroft will be involved in standalone history days as well as studying significant historical people from around the world every half term to meet the new ELG Past and Present.

Key Stage 1

The National Curriculum Programme of Study at Key Stage 1 focuses 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.

Key Stage 1 pupils at Moorcroft Wood Academy are introduced to history through their Curriculum lessons. During these lessons, the pupils will 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.

Key Stage 2

The National Curriculum Programme of Study at Key Stage 2 should continue to allow children to develop a chronologically secure knowledge and understanding of British, local and world history. 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.

Pupils at Moorcroft Wood Academy will 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.

Progression and Continuity

The activities in history build upon the prior learning of the children. At Moorcroft Wood Academy, we give children of all abilities the opportunity to develop their skills, knowledge and understanding, we ensure continuity and progression so that there is an increasing challenge for the children as they move up through the school.

History Teaching and Planning

At Moorcroft Wood Academy, history is taught within our broader curriculum lessons, which take place for one hour, twice per week. History and Geography are taught in tandem: some units are designed to cover objectives from both subjects, while others focus predominantly on either History or Geography. This ensures that, across the year, pupils access the full breadth and depth of coverage required for their year group.

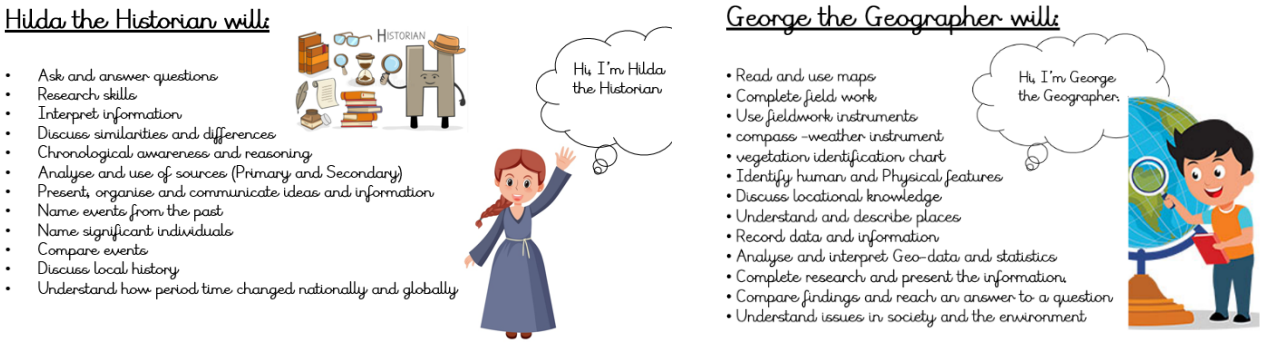
Curriculum Sequencing

Our curriculum has been carefully planned and sequenced to build knowledge and skills progressively. Each unit is designed to develop pupils' chronological understanding, historical knowledge, and disciplinary skills in a way that connects with prior learning and prepares them for future topics.

Lesson Structure

Although history and geography are taught through the same timetable allocation, lessons are delivered explicitly. Teachers make it clear to children whether they are learning as historians or as geographers in each lesson. Pupils are supported to understand the distinct skills and ways of thinking required for each subject. To reinforce this distinction, we use subject mascots:

- George the Geographer represents the disciplinary skills of Geography.
- Hilda the Historian represents the disciplinary skills of History.



Teachers and pupils refer to these characters to help children identify the focus of the lesson. This supports pupils' metacognition by enabling them to articulate not only *what* they are learning, but also *why* they are approaching the task as a historian or geographer.

Disciplinary Focus

Teachers explicitly highlight which historical skills are being developed within each lesson. With the support of Hilda the Historian, children recognise when they are:

- asking historical questions,
- using and analysing evidence,
- developing chronological understanding
- considering cause and consequence, continuity and change, and historical significance.

By consistently drawing attention to these skills, we ensure that children understand how historians work, rather than simply recalling factual content. This approach builds pupils' historical thinking alongside their knowledge of key events, people, and periods.

Adaptation

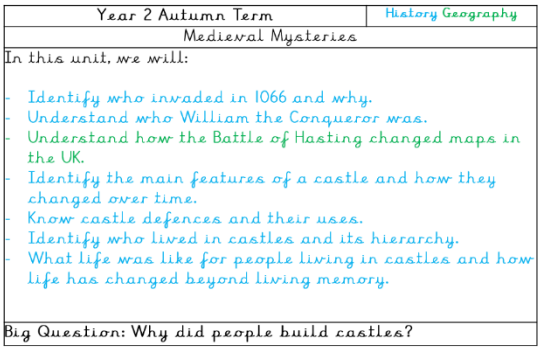
At Moorcroft Wood Academy we use a variety of teaching and learning styles in history lessons as our main aim is to develop the children's knowledge, skills and understanding in history. We believe in whole-class teaching methods and combine these with enquiry-based research activities. We believe children learn best when:

- They have access to, and are able to handle artefacts.
- They go on visits to museums and places of interest.
- They have access to secondary sources such as books and photographs.
- Visitors talk about personal experiences of the past.
- They undertake fieldwork by interviewing family and older friends about changes in their own and other people's lives.
- They are shown, or use independently, resources from the internet and videos.
- They are provided with opportunities to work independently or collaboratively, to ask as well as answer historical questions.

We recognise the fact that the pupils at Moorcroft Wood Academy are of differing abilities in all our classes. From this, we provide suitable learning opportunities for all pupils by matching the challenge of the task to the ability of the child. We achieve this through adaptive teaching and/or support from peers or adults.

Assessment in History

Assessment in History is ongoing and used to inform teaching, track progress, and support pupils in developing secure knowledge and skills over time.



Year 2 Autumn Term — History Geography

Medieval Mysteries

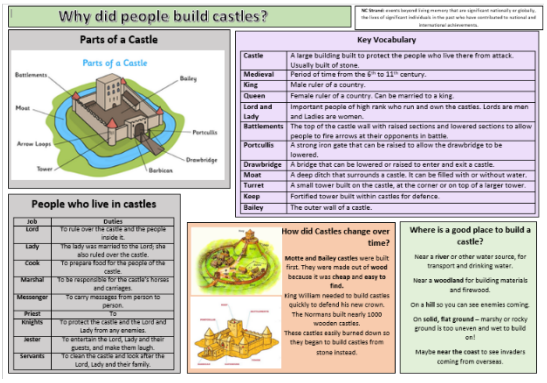
In this unit, we will:

- Identify who invaded in 1066 and why.
- Understand who William the Conqueror was.
- Understand how the Battle of Hasting changed maps in the UK.
- Identify the main features of a castle and how they changed over time.
- Know castle defences and their uses.
- Identify who lived in castles and its hierarchy.
- What life was like for people living in castles and how life has changed beyond living memory.

Big Question: Why did people build castles?

Recording Progress

Each child from Year 1–6 has a curriculum book, used for curriculum lessons twice weekly. This book contains evidence of pupils' learning, including written outcomes, visual representations, and extended tasks.



Why did people build castles?

Parts of a Castle

Key Vocabulary

Castle	A large building built to protect the people who live there from attack. Usually built of stone.
Medieval	Period of time from the 6th to 11th century.
King	Male ruler of a country.
Queen	Female ruler of a country. Can be married to a king.
Lord and Lady	Important people of high rank who run and own the castles. Lords are men and Ladies are women.
Battlements	The top of the castle wall with raised sections and lowered sections to allow people to fire arrows at their opponents in battle.
Portcullis	A strong iron gate that can be raised to allow the drawbridge to be lowered.
Drawbridge	A bridge that can be lowered or raised to enter and exit a castle.
Moat	A deep ditch that surrounds a castle. It can be filled with or without water.
Turret	A small tower built on the castle, at the corner or on top of a larger tower.
Keep	Fortified tower built within castles for defence.
Bailey	The outer wall of a castle.

People who live in castles

Job	Duties
Lord	To rule over the castle and the people inside it.
Lady	The lady was married to the Lord; she also ruled over the castle.
Cook	To prepare food for the people of the castle.
Marshal	To be responsible for the castle's horses and carriages.
Messenger	To carry messages from person to person.
Priest	To
Knights	To protect the castle and the Lord and Lady from any enemies.
Jester	To entertain the Lord, Lady and their guests, and make them laugh.
Servants	To clean the castle and look after the Lord, Lady and their family.

How did Castles change over time?

Motte and bailey castles were built first. They were made out of wood because it was cheap and easy to find.

King William needed to build castles quickly to defend his new crown. The Normans built nearly 1000 wooden castles.

These castles easily burned down so they began to build castles from stone instead.

Where is a good place to build a castle?

Near a river or other water source, for transport and drinking water.

Near a woodland for building materials and firewood.

On a hill so you can see enemies coming.

On solid, flat ground – marshy or rocky ground is too uneven and wet to build on!

Maybe near the coast to see invaders coming from overseas.

Knowledge Organisers, Unit Overviews and Magnificent Memories

At the start of each unit, pupils are given a knowledge organiser and unit overview. These outline the *key question* for the topic, the core knowledge to be learned, and the historical skills to be developed. As well as this, children will also complete a 'Magnificent Memory' at the start of every lesson where they are given questions that relate to the previous lesson or topic to ensure children are retaining information and to provide teachers with further assessment opportunities on a lesson basis rather than half termly or termly.

Baseline Assessment

Before beginning a new unit, pupils attempt to answer the big question. This provides a baseline of what they already know and can recall from previous learning, and it highlights relevant knowledge that will support their new and extended learning.

End-of-Unit Outcomes

At the end of the unit, pupils revisit the big question. Their responses may take different forms, such as:

- posters
- double-page spreads
- presentations
- extended written pieces

The format varies depending on year group and attainment level, ensuring all children have an appropriate opportunity to demonstrate their knowledge and understanding.

Judgements and Tracking

Teachers assess pupils' work against age-related expectations, determining whether pupils are:

- **WTS** (Working Towards the Standard),
- **EXP** (Working at the Expected Standard), or
- **GDS** (Working at Greater Depth within the Standard).

Assessments are updated half-termly on the school's tracking system (*Arbor*) to provide a clear record of progress and to inform future teaching and curriculum planning.

Roles and Responsibilities

The work of the subject leader is to monitor and support colleagues in the teaching of history, being informed about current developments and any changes within the subject. It is also their role to provide a strategic lead and give direction for the subject at Moorcroft Wood Academy.

Resources

There are a range of age appropriate resources to support the teaching and learning of history at Moorcroft Wood Academy. We have a range of artefact, books and interactive resources for the children to access individually and as a class. Educational Visits are also planned where possible to enhance learning and give pupils the experience to take on a hands on activity. People with an interest, or expertise, in a particular topic or area of history are also invited into Moorcroft Wood Academy to work with the pupils.

Homework Projects

Every year group from Year 1- 6 will have a curriculum project linked to their current topic to develop curiosity for a particular area of history linked to their termly topic. These homework projects are celebrated in classrooms and photographs put onto the school website.

Cultural Capital

In History, we have the History Heroes who work with the subject leader to promote History around school. They will complete pupil and staff voice, environment checks and attend learning walks alongside the subject leader. This provides children who have a passion for History to do more to make our curriculum even better for all children.

Policy monitoring

The History Co-ordinator at Moorcroft Wood Academy is responsible for the monitoring and implementation of this policy. The subject leader reports to the Head of School on the effectiveness of the policy and to the governing body upon its review.