



# History Policy

This policy was agreed in March 2026 and will be reviewed in March 2028

Chair of Governors

Date March 2026

Headteacher

Date March 2026

## **Introduction**

History at The Peak Federation is built around curiosity, critical thinking, and meaningful connections. Our curriculum follows a question-based enquiry approach, encouraging children to investigate the past through big, thought-provoking questions that spark discussion and deepen understanding. Following the National Curriculum for England, we provide carefully sequenced learning that builds understanding of chronology, historical enquiry, and key substantive concepts such as civilisation, empire, monarchy, parliament, migration and legacy. We want all pupils to learn more and remember more through high-quality teaching, adaptive practice and opportunities to revisit and deepen prior knowledge.

These enquiries are carefully mapped to the National Curriculum and supported by high quality resources, including materials from Oak National Academy, to ensure a rich and coherent learning journey from EYFS to Year 6.

## **Intent**

Our intent is to deliver a History curriculum that is ambitious, inclusive and knowledge-rich, ensuring every pupil—especially those with SEND can access and succeed within the subject. The curriculum is designed using the National Curriculum aims for KS1 and KS2, enabling pupils to develop substantive and disciplinary knowledge.

Our curriculum aims to develop:

- A strong sense of chronology, helping pupils to understand how events and periods fit together
- Critical thinking skills, developed through enquiry, discussion, and evidence-based reasoning
- Cultural awareness, as they explore diverse civilisations, significant individuals, and global histories
- Communication skills, through presenting findings, debating ideas, and explaining their thinking
- A love of stories and the past, nurtured through engaging lessons and high-quality resources

Our approach ensures that history is not just a subject to learn, but a story to explore—one that helps children understand the world they live in and their place within it.

## **Implementation**

History is taught through well-structured, inclusive sequences of learning that follow the school's progression map from KS1 to KS2. Teachers plan lessons informed by EEF evidence including explicit instruction, modelling, scaffolding and regular retrieval. High-quality materials from Oak National Academy may be used to support teacher subject knowledge.

## **Curriculum Design and Sequencing**

- Clear sequencing within and across topics.
- Intentional revisiting of key concepts using workbooks and dojo portfolios.
- Links between units to prevent isolated learning using working walls.
- Use of subject specific vocabulary used as pre and post unit assessment.

## **Adaptive Teaching**

Peak Federation is committed to an inclusive approach in Geography education. To ensure all pupils can succeed—including those with SEND—we use adaptive teaching strategies:

- Scaffolds, structured talk frames, modelled examples, visual supports.
- Pre-teaching of essential vocabulary.
- Varied representations to reduce cognitive load.

## **Parental Involvement**

We encourage parents and carers to engage with the geography curriculum through:

- Participation in school trips and local studies.
- Supporting children with research projects given as homework tasks.

## **Professional Development**

- Engage in continuous professional development opportunities, including training sessions, workshops, and collaborative planning with other staff with Bamford Primary School and with our federated school in Grindleford.
- Share good practice within the school through peer observations and reflective discussions.

## **Impact**

We measure the impact of our History curriculum through monitoring, assessment and pupil voice. By the end of KS2, pupils should be confident historians who can articulate what they have learned and make connections across time periods. Our inclusive approaches ensure that pupils with SEND achieve well from their starting points.

## **We measure**

- The progression across key stages.
- Pupils' ability to apply prior learning to new units of work.
- How SEND pupils are supported to access Geography.