

History at Icení Primary Academy



"A people without the knowledge of their past history, origin and culture is like a tree without roots." — Marcus Garvey



Intent

At Icení, we believe that History is essential for helping children understand the world they live in and their place within it. Our curriculum is designed to inspire curiosity, encourage critical thinking, and develop a secure understanding of the past - locally, nationally, and globally.

Through engaging topics, pupils learn to ask perceptive questions, weigh evidence, and consider different perspectives. They explore how people's lives have shaped Britain and the wider world, and how historical events continue to influence society today.

We aim for children to leave Icení with a strong sense of chronology, an appreciation of diversity across time and cultures, and the ability to make meaningful connections between past and present.

Implementation

History at Icení is taught through a topic-based approach, rooted in the National Curriculum and enriched with cross-curricular links. This ensures that pupils encounter history in a meaningful and connected way.

- Pupils study a wide range of periods, from **ancient civilisations** such as the Shang Dynasty, to **significant eras in British history** including the Romans, Anglo-Saxons, and Victorians.
- Practical experiences such as role-play, debates, and visits to historical sites bring learning to life and deepen understanding.

Our long-term progression document ensures progression of knowledge and skills across year groups, building historical vocabulary, chronological awareness, and analytical thinking step by step.

Impact

Assessment in History is ongoing and responsive. Teachers use our **Powerful Knowledge and Skills framework** to monitor progress, adapt planning, and ensure all pupils are supported and challenged.

By the end of their time at Icení, pupils will:

- Have a secure chronological framework of British and world history.
- Understand how evidence is used to make historical claims.
- Be able to discuss continuity and change, cause and consequence, and similarities and differences across time.

- Appreciate how history shapes identity, culture, and society today.

Marking and Feedback

Work is marked according to the school marking policy by using

- Peer and self-assessment
- Oral feedback
- Written feedback

Inclusion

At Icen Primary Academy, we are committed to ensuring that every child can thrive. We adapt teaching and learning to meet the diverse needs of all learners, including those with Special Educational Needs and Disabilities (SEND). Our inclusive approach ensures that children receive the support and resources they need to succeed in every aspect of their education.

Our staff work closely with families, external agencies, and specialists to ensure that provision is continually reviewed and refined. We believe that with the right support, every child can achieve their full potential.

Our SEND Information Report is available on our website. Please ask if you would like us to print a copy out.

EYFS

In the Early Years, children begin to develop an understanding of the past through stories, role-play, and discussion of their own lives and families. They explore similarities and differences between now and “long ago,” laying the foundations for historical thinking.

This provision, guided by the **Understanding the World strand of Development Matters**, ensures a smooth transition into Key Stage 1, where pupils begin to study history in greater depth.

Link to the National Curriculum

<https://www.gov.uk/government/publications/national-curriculum-in-england-history-programmes-of-study>

If you require further information, please do email iceniprimary@attrust.org.uk