



History Policy – Key Stage one and above.

Ratifying Committee	Curriculum & Standards Committee
Date	June 2025
Review	Annually

School Vision

Our **personalised** curriculum allows pupils to experience history through a **multi-sensory approach** which enables them to develop an **awareness** of the past. For pupils at the Bridge History is built in on an understanding of personal self and others in the **present**, near **past** and near **future** and beyond. It is about the now, next, before for themselves and those around them. It is taught throughout every day. It is based on what the pupils already know, understand and can do and works on sequential and progressive next steps.

History encourages **exploration** through **immersing** pupils in the topic, allowing them to follow their own natural curiosity while exploring artefacts and ask questions when they arise. Practitioners can differentiate objectives by level of support and scaffold next steps. **Repetition** is encouraged within our bespoke curriculum as a way of helping pupils remember, retain and implement their learning.

Our curriculum gives pupils the opportunity to develop their history skills throughout the school day, through various cross-curricular links, experiencing simple chronology with the use of **sequencing**, now and next and visual timetables. Pupils are encouraged to recall previous learning and experiences through conversations, questioning and plenary activities.

At The Bridge School, we use bespoke, sequenced, small-step descriptors that outline the key knowledge and skills within History. These descriptors provide an easy to use, aspirational framework that ensures all pupils make progress in what they know, what they can do and what they can remember.

Across all subjects and at all key stages, the overall intent is that the pupil engages, achieves, and makes the most personal progress they can over time to enable them to have the most fulfilling, enjoyable, and independent life possible.

Intent

Overall intent

At all key stages, the overall intent is that each pupil engages, achieves, and makes the most personal progress they can over time to enable them to have the most fulfilling, enjoyable, and independent life possible.

The school has mapped out:

- the intended progression of fundamental key skills and knowledge for pupils working at below pre-key stage standards that are pre-subject specific. School defines this as working at the level of Early Development (ED). The History planned units of work provide a context/theme for pupils to engage in learning and to achieve pre subject cross-curricular specific skills and knowledge/targeted outcomes linked to EHCP set with parents/carers and from any advice from other professionals.
- the progression/intended sequence of learning of early foundational skills and knowledge including linked key vocabulary and concepts for History working towards the NC programmes of study (Appendix A), defined as Subject Specific (SS). Subject specific descriptors link to the following EYFS curriculum areas:

- Understanding the World (People, Culture & Communities)
- communication & Language (Speaking/Listening and attention/Understanding)
- Maths (Shape, Space and Measure)
- Personal Social & Emotional Development (Building relationships)
- Expressive Arts and Design (Being Imaginative and expressive)

Early Development (ED) and Subject Specific (SS) descriptors are detailed on our online assessment system – Onwards and Upwards, and within the Curriculum Booklet – T:\Bridge\Bridge K Drive\POLICIES & DOCUMENTS\A SCHOOL SUBJECT POLICIES\Curriculum Progression Booklet.

The Lead adult may need to break steps down into smaller steps or add or widen.

Pupils will experience a wider range of multi-sensory contexts and diversity through the themes to support their life-skills and differences in life.

For each pupil their next step will be based on their assessed previous skills and knowledge rather than for their age or year group- it will be highly personalised. Due to the particular special needs of an individual pupil, some pupils may not have an even profile and steps may be broken down and further personalised. The curriculum provides the opportunity for pupils to access a broad and balanced curriculum at a differentiated level meeting statutory requirements.

The following form the foundation of all delivery:

- engagement and enjoyment
- communication and understanding
- personal and social development including increasing awareness of self, their own emotions and relationships with others.
- independence including life-skills

Progress within the Curriculum

- For our pupils, progression is not necessarily only movement up a ladder of skills and knowledge. Lateral progression is also important in being able to apply the skills and knowledge e.g. to different contexts, situations, with different people, in different environments.
- Retention of the foundation fundamental learned skills and knowledge to embed into the long-term memory is also important- to know more and remember more. . Key targeted areas link to the 12-month outcomes in the annual review set with parents/carers.

Implementation

- History is taught throughout the day every day in a cross curricular way. For example, through the understanding of now, next and extending into immediate and longer-term recall (in addition to coverage that may take place in other subjects). Much of everyday life can be used to support the early foundational knowledge and skills. This is the fundamental history delivery for pupils at the Bridge.
- Taught as specific subject for Primary and KS3_with a rolling programme of units (enabling mixed year classes to support classes with appropriate groupings and friendships) (Appendix

B). This is to provide pupils with different experiences and a theme context to learn core skills across a range of subjects and apply their learning. Some themes repeat.

- The units enable the lead adult to plan a lesson or a sequence of lessons:
 - Support engagement in learning
 - Consolidate existing skills and knowledge to retain them and embed in the long-term memory.
 - Work on the next steps (understanding for some pupils this can be an uneven profile linked to their SEN's) and break steps down further if needed.
 - For some pupils exposing them to the foundations of higher skills as pupils may have particular strengths or motivations and it may lay foundations for later learning.
 - Work on the application of the skills and knowledge e.g. using in a different context, with different materials, with different people or applying within a different task.
 - Work on early underpinning foundational knowledge that builds into different types of knowledge (e.g. substantive, disciplinary, procedural - see Appendix C)
 - To have varied content to widen engagement and experiences of pupils.
- History lessons can also have a section targeted on specific History knowledge and skills, if needed, that may not be covered in the current unit based on teach
- History skills can also be consolidated in delivery through other subjects.
- High quality teaching with engagement strategies outlined in Support Plans and EHCP outcomes, communication systems and integration of therapy advice where relevant.
- Time in a lesson if required to target and consolidate a specific skill, this may include a skill covered in a previous unit that may be learned or mastered with continued repetition but not covered in the current unit.
- Correct modelling by staff and addressing of any misconceptions linked to History (Appendix E- common misconceptions)
- Exciting, motivating and varied content to support engagement with opportunities taken for enhance cultural capital within curriculum delivery in school and out of school when possible.
- There are planned work packs to support remote learning and the Lead adult of the class can provide specific work linked to the pupil and skills as needed.
- Primary and Secondary phase have a coordinator that is linked to the History curriculum. EYFS has a coordinator for the linked area of the EYFS curriculum. The Primary and Secondary phase coordinators alongside the Heads of Phase (who oversee the phase curriculum)- See Appendix D for roles and responsibilities
- Some pupils may have specific needs that need to be carefully considered and planned for to support their access the History curriculum, for example, physical disabilities, sensory impairment or sensory issues such as tactile defensiveness. Through the planning and delivery process the coordinator may need to consider the following:
 - Alternative access e.g. use of software programmes
 - Use of adapted tools
 - Providing opportunities to participate and engage with adult support to ensure pupil has access to any relevant curriculum opportunities based on prior assessment
 - Alternative History activities to work_

Time Allocations:

- There is no specific time allocation given by the DFE

- In KS1 and KS2 (including specialist sensory classes) a set lesson is taught for a term (this is in rotation with set History/History lessons).
- In KS3 a set lesson is taught for either one or two terms over a 3-year rolling programme (as part of Humanities)
- In KS4 History is taught within Cultural Studies (including History/Geography/RE) Pupils also as part of increasing life skills work access community more often.

Resources

The Subject Co-Ordinator will be able to advise staff on resources in school and where to locate them. This includes on-line resources, unit resource boxes, detailed medium-term planning, shared PowerPoints. Further shared planning and shared resource making is encouraged with the proviso that the teacher is clear for their individual pupils what they want them to learn/next steps and the planned lesson enable this learning to take place. All of these structures reduce teacher workload.

Training of staff

For new staff, there will be some essential initial training priorities e.g. Safeguarding/ Prevent, Fire and Health and Safety, Safer feeding, Safer Positioning, Moving and Handling etc. New staff induction year also prioritises underpinning skills and knowledge e.g. linked to communication and understanding and also the school ethos and values. The Lead adult will support new and existing staff in understanding the pupils work tasks and expected learning/ access for the pupils staff are working with. The Lead adult may provide some wider training on skills and knowledge relevant to the class and pupil. Staff will during their induction period and for staff on an on-going basis have training in subject knowledge. Subject training packs are completed (or in process of being amended) for staff to access. Staff can access with personal work devices. Further training is prioritised through self-review process.

Health and Safety

Staff should work in accordance with the School Health and Safety Policy and risk assessments.

- Lead adults alongside all staff are responsible for checking that there are no obvious breaches of Health and Safety Guidelines. Class teachers will take into account pupils individual risk assessments and their ability level when planning use of tools and equipment, and assess hazards and risks specific to individual pupils pupil.
- Lead staff member will take into account pupils individual risk assessments and their ability level when planning use of tools and equipment and assess hazards and risks specific to individual pupils' pupil.
- All staff will dynamically risk assess throughout delivery and seek advice or stop if they have concerns.
- Risk assessments in relation to equipment will be followed but with an understanding that the risks for each pupil in relation to pupil's individual profile need to be dynamically risk assessed.
- Visits risk assessments need to be completed and agreed.
- Lead adult needs to ensure that COSSH assessments have been carried out and known for materials use- see Health and Safety Support Assistant
- Electrical item checks should be carried out as per risk assessment. Staff to visually check on equipment and environments for safety before use.

- Lead adult ensures assessments are compiled and followed for all visits and permission has been granted.
- All health guidelines are followed when handling substances that could be harmful to health.
- Sensory rooms are used appropriately and guidelines followed.
- All pupils are aware of safety issues when using accessing equipment – at a level appropriate to their learning needs and understanding.
- All staff understand hazards and risks when using tools and equipment

Impact

The aspiration for all pupils who attend the Bridge School is they achieve their potential in all aspects of their development. All pupils who attend the Bridge School, have severe/ profound learning difficulties. Many pupils have additional needs such as autism, physical disabilities, sensory impairments, complex medical needs etc. We work in a determined way to ensure that all pupils can achieve the most they can.

The outcome of the curriculum is highly individual. All achievement and progress is celebrated. Progress for our pupils can be demonstrated by:

- Pupils making progress towards/achieving their intended outcomes set with parents/carers for 12 months within the EHCP annual meetings. These outcomes are informed by any relevant professionals working with the pupils.
- Pupils making progress towards outcomes when reviewed in 6-month review meetings with parents/carers.
- Pupils making progress/achieving in the History curriculum planned by teachers either demonstrating pre subject cross curricular skills and knowledge or subject specific skills and knowledge. Progress and achievement in all subjects are within reports to parents in either EHCP (Annual Review) report or annual Curriculum report.
- Achieving external accreditation for secondary aged pupils e.g. OCR accreditation.
- Using existing skills in a wider range of contexts.
- Supported transition within, in and out of the setting

NB

- *Please note that the intended skills and knowledge are on school tracking documents and may have been updated. If there have been any revisions this will be updated in this policy when it is reviewed annually.*

This policy is set alongside the Curriculum (Key stage one and above policy), Teaching and Learning Policy, Engagement Policy, Planning

Appendix A

The Bridge skills and knowledge curriculum leads to the skills and knowledge progression outlined in the National Curriculum below.

History National Curriculum

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

- know and understand the history of these islands 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 timescale

Attainment targets for National Curriculum

Key stage 1 – Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally (for example, the Great Fire of London, the first airplane flight or events commemorated through festivals or anniversaries)
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods (for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell)
- significant historical events, people and places in their own I

Appendix B

The rolling programme of units provide an enriching context for pupils to be engaged, extend their motivation and enjoyment, new experiences whilst working on retention and application of skills and knowledge and also to progress to next steps. It is designed to reduce teacher workload. key remains that when using the units to support delivery the lead adult is clear on the learning in the lesson or series of lessons for each pupil is and that the unit content can be adapted as the priority is the targeted learning for the pupils in the class.

Rolling Programme of History Units

Key Stage One

History is taught throughout the school day everyday linked to each pupils now, next and recent past. The units provide the opportunity for engagement in learning, early skills and knowledge, communication and understanding including moving to widening vocabulary and experiences. Some pupils will gain further concepts and facts linked to the programme. Pupils will be encouraged to find out using their senses and developing other skills.

Programme 1	The Victorians – can cover homes, leisure, clothes, food and transport and stories can cover homes, leisure, clothes, food and transport and stories
Programme 2	Famous People – Christopher Columbus- can cover travel, places visited, food and clothes.

Key Stage Two

History is taught throughout the school day everyday linked to each pupils now, next and recent past. The units provide the opportunity for engagement in learning, early skills and knowledge, communication and understanding including moving to widening vocabulary and experiences. Some pupils will gain further concepts and facts linked to the programme. Pupils will be encouraged to find out using their senses and developing other skills.

Programme 1	Tudor Times and events – can cover homes, clothes, food, transport and important buildings
Programme 2	Ancient Egyptians – can cover homes, clothes, food, transport, important buildings, climate and stories
Programme 3	Romans – can cover homes, clothes, food, transport, things that were invented by the Romans
Programme 4	Aztecs- can cover homes, clothes, food and transport.

Key Stage Three

History is taught throughout the school day everyday linked to each pupils now, next and recent past. The units provide the opportunity for engagement in learning, early skills and knowledge, communication and understanding including moving to widening vocabulary and experiences. Some pupils will gain further concepts and facts linked to the programme. Pupils will be encouraged to find out using their senses and developing other skills.

Programme 1	The Victorians -can cover homes, leisure, clothes, food and transport and stories can cover homes, leisure, clothes, food and transport and stories
Programme 2	North America - the past- can cover homes, leisure, food, transport and stories.
Programme 3	Medieval Life- the past- can cover homes, leisure, food, transport and stories

Key Stage 4 (Cultural Studies)

History is taught throughout the school day everyday linked to each pupil's now, next and recent past and is based on the progressive skills and knowledge within each area of the curriculum.

Geography is taught throughout the school day linked to each pupil's personal geography in school and includes integrated work on the weather.

RE curriculum has very close connectivity to PSHE in the curriculum intent that is outlined. In addition, the pupils access the festivals throughout the year.

Key Stage 4 study focusses on places that our pupils may have been in the past or go to in the future and links to life and cultures now to support their future lives including experiencing diverse cultures. In all programmes, it can cover homes, leisure, transport, food, famous cities including capital cities, places of worship.

Programme 1	USA	France
Programme 2	Italy	Spain

Each unit can, dependent on the curriculum intent for a pupil or group of pupils cover:

- The weather
- Places and religious customs
- Transport
- Relevant geographical features such as coasts, rivers, lakes, seas, mountains etc
- Relevant places e.g. farms, parks, towns, shops, capital cities.
- Food
- Clothes
- For some pupils it may extend to simple maps/flags

The units will have multi-sensory activities for all and to meet the non-subject specific intent. The teacher will select activities based on the intent for each pupil/ groups of pupils and this will guide their selection of activities for a lesson or series of lessons. The knowledge vocabulary is set out linked to the subject. Pupils can work on geographical enquiry skills.

Specialist classes

The Head of specialist classes and the Inked teachers will select a theme being covered in the main school Primary or Secondary Phase. This will enable some shared participation if this is planned for specific pupils. The Head of Phase will track the themes chosen over time. The theme is a context for delivering the intent of the curriculum and themes may be revisited based on engagement.

Appendix C

Different types of knowledge- examples and context of the Bridge School

Substantive knowledge. This is about learning established facts. For pupils with severe and profound learning difficulties this may be pupils understanding core words and concepts linked to the subject, e.g. identifying key historical figures and events.

Procedural knowledge. This is the understanding of how something is done, the series of steps or actions taken to accomplish a goal. This will be important for pupils with severe and profound learning difficulties in learning how to do something e.g. as a life-skill. Examples within history could include reading a timeline, sequencing events and using historical vocabulary.

Disciplinary knowledge. This relates to individual's understanding of subject matter concepts and how these concepts relate to form a larger body of knowledge. This requires an understanding of how substantive knowledge is gained. At the earliest level it may involve, asking questions about the past, exploring how we know about the past (evidence), exploring change.

Appendix D

Roles and responsibilities

History Co-ordinator

- Ensure that the curriculum meets the statutory requirements
- Ensure the rolling programme provides coverage of the key aspects required
- Ensure the planned units are reviewed prior to delivery in relation to the breadth of ability, the special educational needs of pupils in relation to their access to the curriculum, any progression in technology/research and any internal data.
- Review the intended skills and knowledge progression in relation to any changes to the school population, research, advice from professionals and teacher/parent/carer feedback.
- Ensure that they are professionally up to date in their subject area including self-identifying required training opportunities.
- Provide training for teachers and support staff including highlighting any common misconceptions.

- Liaise with the schools ECF coordinator/mentor to provide training and support for newly qualified teachers.
- Liaise with Head of Phase to support new teachers.
- Work with whole school assessment coordinator on internal moderation.
- Work with Heads of Phase on use of curriculum coordinator time to observe practice and carry out deep dives in History
- Ensure that the unit delivery is well resourced including online shared resources.
- Complete annual self-evaluation reviews to inform whole school improvement planning.
- Liaise with the EYFS coordinator for the linked area of the curriculum.
- Design and deliver training to parents/carers as part any agreed parent offer.

Teachers

Ensure that they have current subject knowledge to effectively teach their designated group of pupils.

- Ensure that they follow the medium-term planning for History and liaise with subject coordinators over any content or specific resources.
- Ensure they differentiate the History curriculum in the units of work and set appropriate unit objectives/lesson targets in line with pupils assessed levels and the intended skills and knowledge.
- Extends unit content/context for their designated group of pupils if necessary and feeds back to the History coordinator.
- Ensure that History work in other subjects links to the pupils assessed level of skills and knowledge.
- Ensure that they contact coordinators or Heads of Phase for any specific advice or to ask questions.
- Ensure they assist their support staff in their understanding of the History curriculum and their subject knowledge.
- Complete assessment, recording and reporting in relation to whole school policy.

HLTA's

If this is the area of curriculum they are planning- work as above in liaison and with support of class teacher.

Support staff:

- Engage with training and self-identify if they require further training, advice and support in relation to the delivery of History or Cultural Studies to their designated group of pupils.
- Implement the teacher/HLTA planning and direction and follow the whole school policy on assessment.
- Effectively support the pupils to access the curriculum
- Make accurate observations and feedback on learning to inform next steps. Complete assessment, recording and reporting in relation to whole school policy.

Governors:

- Task the head teacher (via the History Co-ordinator) to ensure that the curriculum being taught meets statutory standards.
- Review the History by asking challenging questions to ensure that delivery matches the schools ethos and aims, inclusion for all, progression pathway and assessment shows pupil progress.
- Monitor the History/ Cultural Studies aspect of the SIP to ensure tasks are completed.