



History Policy

2023-24

At Cromwell Learning Community Multi Academy Trust, we believe that learning without limits means we do not put a ceiling on children's achievement.

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STATEMENT OF INTENT

Our School Vision

Our vision is to nurture unique individuals who are enthusiastic learners of history, demonstrating wisdom, responsibility, kindness and celebration of different heritage backgrounds within the pupils own and that of the wider, global community.

Aims

- To foster in children an interest in the past and to develop an understanding that enables them to enjoy all that history has to offer
- To enable children to know about significant events in British history, to appreciate how things have changed over time and understand how Britain has influenced the wider world and its impact.
- To develop a sense of chronology and understand how they fit into the framework of the past, present and future
- To know and understand how the British system of democratic government has developed and, in doing so, to contribute to a child's citizenship education
 - To understand how Britain is part of a wider European culture and to study some aspects of European history.
- To have some knowledge and understanding of historical development in the wider world, including ancient civilisations empires and past non-European societies.
- To help children understand society and their place within it, so that they develop a sense of their cultural heritage
 - To develop in children the skills of enquiry, investigation, analysis, evaluation and presentation
- To ask historical questions and create their own structured accounts, including narratives and analysis
 - To gain and use historical vocabulary
 - To gain historical perspective by placing their growing knowledge into different contexts.
 - To understand historical concepts such as continuity and change, cause and consequences and use them to make connections.

History Overview

Within the Cromwell Learning Community M.A.T we shape our history curriculum which should inspire pupils to fulfil the requirements of the National Curriculum for History; providing a broad and balanced curriculum which encompasses British Values. Our curriculum ensures the progressive development of historical concepts, knowledge and skills for the children to study about life in the past.

Intent

At Cromwell Learning Community M.A.T we aim for a high quality history curriculum which inspires pupils curiosity and fascination about key historical episodes from local, national and international foci. The children will learn about ancient civilisations and empires; changes in living memory and beyond living memory. The curriculum also provides opportunities to learn about significant people of the past. Key skills which are being instilled

are to understand the methods of historical enquiry and be able to ask and answer questions. We want children to enjoy and love learning about history through gaining the knowledge and skills and applying these to their wider experiences beyond the classroom and apply this to understanding the diversity and richness of all heritage backgrounds .Learning will be sequential and take account of pupil's prior knowledge ensuring all children know more and remember more.

1. Legal framework

This policy has due regard to statutory guidance including, but not limited to, the following:

- DfE (2014) 'National curriculum in England: History programmes of study'
- DfE (2023) 'Statutory framework for the early years foundation stage'

This policy operates in conjunction with the following school policies:

- Teaching and Learning Policy
- Assessment Policy

2. Roles and responsibilities

The subject leader is responsible for:

- Preparing policy documents, curriculum plans and schemes of work for the subject.
- Reviewing changes to the national curriculum and advising on their implementation.
- Monitoring the learning and teaching of History, providing support for staff where necessary.
- Ensuring the continuity and progression from year group to year group.
- Encouraging staff to provide effective learning opportunities for pupils.
- Helping to develop colleagues' expertise in the subject.
- Organising the deployment of resources and carrying out an annual audit of all History-related resources.
- Liaising with teachers across all phases.
- Communicating developments in the subject to all teaching staff.
- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.
- Ensuring common standards are met for recording and assessing pupil performance.
- Advising on the contribution of History to other curriculum areas, including cross-curricular and extra-curricular activities.
- Collating assessment data and setting new priorities for the development of History in subsequent years.

The classroom teacher is responsible for:

- Acting in accordance with this policy.
- Ensuring progression of pupils' geographical skills, with due regard to the national curriculum.
- Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the national curriculum.
- Liaising with the subject leader about key topics, resources and support for individual pupils.
- Monitoring the progress of pupils in their class and reporting this on an annual basis to parents.
- Reporting any concerns regarding the teaching of the subject to the subject leader or a member of the SLT.
- Undertaking any training that is necessary in order to effectively teach the subject.
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The SENDCO is responsible for:

- Liaising with the subject leader in order to implement and develop History throughout the school.
- Advising staff how best to support pupils' needs.
- Advising staff on the inclusion of History in pupils' individual education plans.
- Advising staff on the use of teaching assistants in order to meet pupils' needs.

3. Early years provision

Activities and experiences for pupils will be based on the seven areas of learning and development, as outlined in the DfE's 'Statutory framework for the early years foundation stage'.

It is crucial for children to develop their knowledge and understanding of the world around them as outlined in DfE's 'Statutory framework for the early years foundation stage'..

- Their knowledge of history only develops when adults talk with children about the world around them using the following knowledge:

Understanding the World		<ul style="list-style-type: none"> • Begin to make sense of their own life-story and family's history.
Understanding the World		<ul style="list-style-type: none"> • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past.
Understanding the World	Past and Present	<ul style="list-style-type: none"> • Talk about the lives of people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling.

4. The National Curriculum

In the Foundation Stage history (which is embedded in the learning area 'understanding the world') is delivered through a range of child-initiated and adult initiated activities in the indoor and outdoor learning environment. It is planned for as a specific subject through discussion and regular collaboration with KS1 staff. This is to ensure children's exposure to vocabulary, knowledge, skills and learning outcomes hold them in good stead to access age-related learning in Science in Key Stage 1. Throughout Years 1 and 2, history is taught through a weekly lesson (as part of a half termly unit), which may relate to a theme or topic. To ensure consistent coverage of history in line with the National Curriculum, CLC MAT staff from years 1 to 6 are encouraged to use Rising Starts' Voyagers and Kapow schemes of work as a main resource.

Through devising the whole school curriculum map, history has a key role in helping to make thematic links in subject areas where it is relevant.

5. Cross-curricular links

Wherever possible, the English curriculum will provide opportunities to establish links with other curriculum areas.

Maths

Using geography lessons as a way to incorporate mathematical skills such as reading and understanding tables and graphs as well their understanding of time through dates and timelines.

Reading

Children apply their reading comprehension skills to interpret primary and secondary sources.

Writing

Pupils are encouraged to present their work in writing formats such as non-chronological reports, newspaper articles etc.

Geography

Linking changes of landmarks over a period of time to consolidate geographical knowledge. E.g. Knowledge of countries and contents when looking at monarchs and time periods.

ICT

Pupils are encouraged to use ICT to research geographical topics using iPads and search engines.

6. Teaching and learning

Progression

The teaching in Key Stage 1 builds upon the Early Learning Goals achieved at the end of the Foundation Stage. Our units of work for Year 1 through to Year 6 follow the progressive sequence of key historical teaching and learning that is outlined in the National Curriculum. Therefore, taught skills, knowledge and understanding are built upon, unit on unit, year on year. A range of subject-specific skills that develop children's ability to work as historians are fostered throughout all learning.

Pupils' Knowledge Organisers and Teachers' History Medium Term Plan/Overview

Each year group will be provided with an annual overview of the history units focusing on the content and the sequence of lessons to be taught. In addition to this a Medium Term Plan is created by the Subject Lead, which includes all of the Knowledge Musts. Teachers are to use the Overview and the Medium Term Plan to create their individualised weekly planning to meet the needs of the children whilst in line with progression.

To support the knowledge of the children throughout the unit, they have been provided with a knowledge organiser, which is to be fastened into their books, prior to the unit being taught. The knowledge organiser will have subject specific vocabulary and the meanings, engaging images to support their visual understanding, interesting facts, timelines about their specific learning and other relevant information to support their knowledge and understanding during that unit.

Displays and Vocabulary

Developing a good knowledge of history-based vocabulary is key to success in history. Pupils often find history challenging because they do not have a good enough grasp of the vocabulary and analytical skills needed to explore key ideas. Key vocabulary should be displayed on topic working walls. This should be referred to throughout the teaching of each topic. Pupils should have the opportunity to explore ideas orally first and teachers should model and encourage pupils to use vocabulary correctly. Teachers should consider making use of artefacts and other ways of graphically representing complex information to support their pupils' understanding. Vocabulary lists for each topic are available on the knowledge organisers.

7. Planning

Implementation

In ensuring high standards of teaching and learning in history, we implement a curriculum that is progressive throughout the M.A.T. History is taught as part of a half-termly topic, focusing on knowledge and skills stated in the National Curriculum. At Cromwell Learning Academy we ensure history has the same importance as the core subjects through focusing on raising expectations in reading and writing outcomes alongside subject specific ones.

As part of our planning process, teachers are provided with a range of resources to support their planning including the following:

- Providing teachers with login requirements for all relevant schemes: Voyagers Rising Stars (old and new scheme) and Kapow!
- A yearly overview of topics with which scheme clearly labelled.
- Providing teachers and pupils with a knowledge organiser which outlines key knowledge (including vocabulary and timelines) all children must master and apply in lessons;
- Lessons taught sequentially, following the half termly Medium Term Plan which provides a cycle of lessons for each subject, which carefully plans for progression and depth concentrating on the historical skills suited to the age group;
- A low stakes quiz (Prior Knowledge) which is tested at the beginning of every lesson to support learners' ability to block learning and increase space in the working memory as well as identifying gaps in children's learning
- An end of topic assessment to assess children's learning over the topic, which is based on the content within the schemes.
- Challenge questions for pupils to apply their learning in an evaluative/open manner
- Trips and visiting experts who will enhance the learning experience

The impact of using the history schemes (Voyagers and Kapow!) is to ensure that children at Cromwell Learning Academy are equipped with the evaluative, critical-thinking skills to be able to understand and question viewpoints with care and confidence. If children are keeping up with the curriculum, they are deemed to be making good or better progress.

8. **Assessment and Recording**

- Lessons will be taught in sequence. Each week's content is presented on a termly history overview prepared by the subject leader. These plans are adhered to chronologically.
- The CLC MAT planning pro forma for KUW is used to summarise the forthcoming learning and is checked by subject leads prior to delivery.
- Children's books show:
 - ✓ Children's knowledge organiser in prior to the unit being taught.
 - ✓ A double page spread left blank for children's own mind map showing what they can remember at the end of each lesson.
 - ✓ An end of term assessment is carried out at the end of the topic to close the unit.

Assessment will be undertaken in various forms, including the following:

- Talking to pupils and asking questions

- Discussing pupils' work with them
- Marking work against the learning objectives
- Pupils' self-evaluation of their work
- Classroom tests and formal exams (reading)
- Assessments using Topic assessments

9. **Resources:**

A wide range of artefacts and resources are kept in the locked K.U.W (knowledge and understanding of the world) stock cupboard area / stock room.

10. **Equal Opportunities**

In accordance with the school's Equality Information and Objectives Policy, all pupils will have equal access to the history curriculum.

Gender, learning ability, physical ability, ethnicity, linguistic ability and/or cultural circumstances will not impede pupils from accessing all History lessons.

Where it is inappropriate for a pupil to participate in a lesson because of reasons related to any of the factors outlined above, the lessons will be adapted to meet the pupil's needs and alternative arrangements involving extra support will be provided where necessary.

All efforts will be made to ensure that cultural and gender differences will be positively reflected in all lessons and teaching materials used.

The school aims to provide academically more able pupils with the opportunity to enhance their work through extension activities

11. **Enrichment activities and experiences**

Through consultation and evaluation with staff, pupils and using the knowledge and experience of senior leaders, in-school workshops and trips are planned to broaden the children's experiences of history. This has been a very successful aspect of our curriculum; bringing many benefits to the children's school experience. Post COVID-19, the planning and organisation of forthcoming enrichment will be made in according with government guidelines.

12. **Monitoring and Evaluating**

Teaching and learning is monitored through lesson observations, learning walks and work scrutiny. These are led by the Subject Leader and/or the Senior Leadership Team.

Feedback is given to individual teachers, and patterns may be used to inform the school improvement plan or develop any action points for the Subject Leader.

Assessments are monitored by the Subject Leaders and/or the Senior Leadership Team. Again, patterns identified from the assessment data may inform the school improvement plan or Subject Leaders' actions (subject action plan).

Subject Leads: Tabassum Fatima / Samina Hussain

Date: September 2023

Review Date: September 2024