Love Trust Community

Wickhambreaux CEP School
History Policy

Our small, rural school opens its door to a diverse global family offering a warm welcome. We invest in, and nurture, everyone's unique, God given talents and abilities. Our dynamic, enriched, curriculum provides individuals with a supportive community where they can reflect and thrive, developing a deeper understanding of the world.

Reviewed: September 2023

History Subject Lead: Mr Beard

This policy should read in conjunction with other key policies including, The Curriculum Policy, Child Protection Policy, Religious Education and SEND

Our History and Geography curriculum across the school focuses on depth of knowledge, evaluative thought, and effective subject-specific writing. Each unit has a knowledge organiser designed by subject specialists to ensure opportunities for revisiting or revising knowledge, continuity, progression and precision of subject specific vocabulary and contextual knowledge for pupils and parents alike. We constantly look to utilise cross-curricular links.

"A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past." (The 2014 Primary National Curriculum in England)

History teaching at Wickhambreaux CEP School teaches children about the progression of humanity, both locally and globally, and how continuous advancements of the human race has led to the life we know today.

Overview

In our curriculum, history stimulates our pupil's interest and excitement towards the subject and generates a lifelong passion for the Earth's historic past. As the pupils progress, their knowledge about the past will develop and strengthen, giving them a sound understanding of the timeline of humankind. The content will develop children's knowledge and subject specific vocabulary. All pupils will benefit from teaching and learning that is based upon the programmes of study for history which are set out in the National Curriculum.

Intent

We offer structure and progression mapping to assist teachers in ensuring that they cover all skills required to meet the aims of the National Curriculum. Our Topic approach allows children to be fully immersed in specific periods so that their knowledge of each era is understood deeply, providing them with a thorough chronological timeline of the progression of humanity dating back to the Stone Age through to modern day. Our approach develops awareness of the passage of time and insight into the changes which come with this, specifically that of human advancements. We intend to cultivate children's passion and intrigue towards history which they can transfer to all aspects of their learning. Our Topics provide children with many opportunities to explore historical aspects and lessons intend to improve children's historical vocabulary, concepts, enquiries and perspective whilst also nurturing their interest and progression in the subject.

Implementation

In KS1, children begin to develop their awareness of the past through stories, celebration of important anniversaries and through comparison of various time periods. They will begin to understand how it is we have come to know about events that have happened in the past and explore different sources, such as artefacts. They will be encouraged to ask and answer historical questions. In KS2, children will continue to develop their historical knowledge and begin to make connections between time periods. Our Topic approach allows children to build a chronological timeline of British history. This ensures children have a secure understanding of the sequence of historical eras. Please refer to our Curriculum Policy for further details. Also in KS2, children's

historical thinking will deepen, as they begin to consider how and why life has changed, and what significant actions have helped lead to particular changes. All children will develop their knowledge of local and global history along with similarities and differences between periods. Through both key stages, children will have the opportunity to experience history through practical, engaging tasks beyond the classroom. Key vocabulary is systematically selected and taught early on in our Topic units to ensure that children have a sound understanding of the key words being used throughout. End of unit quizzes will be completed by pupils to ensure that outcomes have been met.

Impact

We believe that our Topic lessons will impact children by nurturing their passion and curiosity towards history. With our history teaching, we aim to create well-rounded historians who have an appreciation for history in everything they come across, including all other subject areas. Children will have a secure knowledge of the passage of time and defining features of different eras. They will be confident with their understanding of how we have learnt about historical events and recognise that there are a range of sources which help us learn about the past. We believe that through our Topic lesson approach, history learning is loved by both teachers and pupils. All children will use historical vocabulary confidently and accurately and be able to analyse and interpret a range of historical information. All children in the school will be able to speak confidently about their history learning, skills and knowledge.

Roles and Responsibilities

The Subject leader's role is:

- Prepare policy and develop policy- ensure that curriculum content is fully covered and skills, knowledge and vocabulary is progressive across the year groups.
- Provide consultancy, advice, skills
- Specifying and ordering resources in consultation with staff
- Monitor teaching and learning in History and monitor informal assessments of pupils' knowledge and vocabulary

The teacher's role is:

- Plan for and teach exciting and stimulating geography lessons.
- Use informal assessment to influence future planning.
- Plan extended writing tasks within the topic.

Assess, adjust, adapt:

At Wickhambreaux CEP School we are proud to deliver a rich and creative learning experience that enables all children to fulfil their potential. As a school we adapt our teaching to ensure all areas of the curriculum are accessible for all learners. All staff in school (teaching assistants, class teacher, subject leaders and senior leaders) have a full understanding of every child, which is extremely important in adaptive teaching. Staff members devote time to identifying reasons for learning struggles, not just the struggles themselves. As such, pupils' physical, social, and emotional well being, including their relationships with peers and trusted adults is fundamental. As a school we ensure there is regular communication between teachers, families and the young people themselves to understand barriers and to share effective strategies.

Within our well-planned curriculum we ensure that teaching is adapted to respond to the strengths of all pupils and maintain high expectations for all by following Assess, adjust, adapt – in 5 ways. All children, including those children with SEND, can access the learning, deepen their understanding and achieve the learning outcomes. We ensure this is able to take place by using five evidence-based strategies in subjects to support high quality teaching for pupils with SEND in enter subject name. These are:

1. Explicit instructions – teachers and teaching assistants use a range of approaches to ensure the instructions are delivered in a coherent way. As a school we follow the Rosenshine's principles of instructions which is the following list of instructional principles:

· Begin a lesson with a short review of previous learning.
· Present new material in small steps with student practice after each step.
· Ask a large number of questions and check the response of all students.
· Provide models.
· Guide student practice.
· Check for student understanding.
· Obtain a high success rate.
· Provide scaffolds for difficult tasks.
· Require and monitor independent practice.
· Engage students in weekly and monthly review.

2. Cognitive and metacognitive strategies – cognitive strategies are skills like memorization techniques or subject specific strategies. Examples of these include:

· Chunking information, possibly through the use of checklists, completing one question at a time and helping to reduce distractions.
· The use of prompt sheets to help pupils to evaluate their own progress.
· Combining the use of visual and verbal cues to support learners.

3. Scaffolding – teachers and teaching assistants provide temporary support that is removed when no longer required. This is rooted in effective assessment to gain a precise understanding of pupil's current capabilities. Examples of scaffolding include:

· pre-teaching vocabulary,
· vocabulary mats or unit overviews, visual cues,
· adult support, providing explicit instruction,
· mixed ability grouping,
· worksheets to scaffold recording of answers.

4. Flexible grouping – within all classes teachers use flexible grouping, which is based on the individual needs of pupils. These groups may be temporary to allow for collaborative learning or to support pre teaching of key concepts. Teachers used mixed groups frequently and use formative assessment to inform these. Teachers will then consider the use of teaching assistants to ensure they work with a range of children in different groups throughout all subjects.

5. Use of technology – technology can be a useful tool in adaptive teaching for all learners. Examples of the use of technology include:

· Historical records,
· Research,
· Recording information.

Monitoring and Evaluation
The teaching and learning of History will be monitored through the analysis of medium-term planning, pupil interviews and scrutiny of work samples.

The policy for History will be reviewed. Evaluation will take into account:

● External inspection / advice
● Staff development
● Coverage of curriculum, knowledge, skills and vocabulary