



History Policy

2021-22

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

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.

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 for the following:

- A knowledge organiser which outlines knowledge (including vocabulary) all children must master;
- A cycle of sequential lessons for each topic, which carefully give way for progression and depth;
- An end of topic quiz which is used to consolidate learners' ability and increase space in the working memory;
- Challenge questions for pupils to apply their learning in an evaluative/open manner.

Impact

The impact and measure of this 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.

Delivering the 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 scheme 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.

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.

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.

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.

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.

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.

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.

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).

Review

This policy document will be reviewed every 12 months to assess its value as a working document.

Subject Lead: Tabassum Fatima

Date: July 2021