



History Policy

Aims: We aim to inspire pupil's historical curiosity so that they are actively involved in their learning. We believe that History is essential for our children as it allows them to make links to the real-world and demonstrates how the past has impacted the lives we live today.

Teaching Approaches: We follow the National Curriculum for teaching History through the Cornerstones scheme of work where we provide children with a chronologically secure knowledge and understanding of Britain's past and that of the wider world. We want pupils to develop a clear historical perspective so that they can piece together their growing knowledge and fit it into different contexts.

Differentiation and Challenge: Children will be supported through appropriate and flexible challenge within the classroom. Children who are 'rapid graspers' or 'working at greater depth' in science will be challenged through their explanations and through careful questioning from teachers.

Growth Mindset: It is our aim to maintain an ambitious vision, with high expectations and a culture of problem solving, resilience and improvement developed through Growth Mindset.

History Curriculum: We instil the core National Curriculum aims set against appropriate challenge.

Inclusion and Equal Opportunities: Our curriculum is fully inclusive and all children should be fully included in all aspects of learning; therefore, we teach history to all children whatever their ability. History forms part of the school's curriculum in which we provide a broad and balanced education to all children. As a result, History lessons are delivered in a way to meet the needs of all children, using a combination of teaching methods to ensure that all children are able to access learning and are engaged in the topic.

Intervention: Teachers use formative assessment throughout lessons and units of work, reacting and intervening based on the needs of the children. Questioning techniques and scaffolding of tasks are used skilfully to ensure children's success. Pre and post teaching is used when necessary.

Speaking and Listening: As with the mastery approach, children are encouraged to become confident historical speakers, speaking in full sentences and using appropriate vocabulary.

Planning in History: History is taught through planned termly unit blocks in the Autumn and Summer terms. The Cornerstones scheme of work is used to help teachers with their lesson planning and to ensure previous knowledge and skills are built upon in every lesson. Teachers use the History Progression and Skills document to ensure they understand what key knowledge has already been taught and how what they are teaching builds on this knowledge.

Timetabling of History: History lessons take place in the Autumn and Summer Terms and are to be taught weekly.

How do we assess History? Assessment is ongoing throughout units of work. It happens in the classroom as part of the normal teaching process and informs lesson pitch, differentiated intervention and future planning.

Homework in History: Homework is not routinely set in History but may be given when deemed purposeful.

Involvement of Home: A summary outline of the History units being delivered is shared with parents/carers via the school website. When and where appropriate, parents, carers, grandparents and other relatives are invited into school to share their expertise in specific History units

Information and Communication Technology (ICT) in History: History is linked to computing where applicable. Teachers use ICT to support teaching and pupils use ICT to support learning.

Resources in History: History resources are organised and kept centrally. They are maintained and updated annually.

CPD in History: Delivered by History lead, external advisors, independent reading and virtually.

Work and Presentation: Non-negotiable school presentation and organisation procedures should be adhered to.

Marking: Marking is ideally done 'live' during lessons, teachers respond to misconceptions as a whole class or through intervention. Questioning is used to extend learning. Learning objectives are highlighted green when children have been successful.

Evaluation and Monitoring: A structured cycle of planning and work scrutiny, observations, and pupil and staff interviews/questionnaires will provide information to judge the effectiveness of the subject as well as points for future development. When formal observations take place, they are conducted alongside a member of SLT with a key focus.

School Governor Role in History: There is a link governor allocated for the oversight of History. Key documents/action plans are shared when updated and regular meetings are held with the link governor.