

History Policy

Our Curriculum Intent

Kind – kindness and compassion for their fellow human beings enable them to live and grow in a safe and compassionate world. A world in which we all wish to live and grow!

Brave – young people who are eager and confident to acquire the skills and knowledge they need to succeed and compete in the world in which they live and grow.

Curious - They are explorers who are curious and proactive, always seeking out answers to new questions and ideas, which helps our pupils to grow as independent learners who want to find out more and understand key concepts in greater depth.

Statement of Intent for History at Spring Meadow:

For every child to know how the past has shaped how we live today and how to develop a deeper understanding of some significant key events and key individuals from the past.

Our Big Ideas for History:

Questioning, Research, Chronology, Vocabulary, Comparison

At Spring Meadow, our History curriculum aims to develop each child's thinking skills with a focus on our Big Ideas (see attached Progression Skills Map). Children will develop these skills, building on from their previous knowledge and experiences. Our History Progression Skills Map clearly tracks how and when these skills will be introduced and developed, in order to ensure a smooth progression is achieved, and that there is no overlapping between Key stages and Year groups. The History Coordinators of Spring Meadow and St. Mary's have also liaised to make sure that this progression flows between the Infant and Junior Schools. The Programmes of Study at each school complement each other without duplicating the subject matter. In line with the Department of Education's History Programmes of Study for Key Stage One and Two (Sept 2013), children will learn about:

Changes within living memory

Events beyond living memory

Significant individuals

Significant historical events.

Curriculum organisation:

EYFS will focus on History as part of Understanding the World: People and Communities supported by the Development Matters Document and suggested skills development. It will focus mainly on changes within living memory with first-hand experiences. This will be covered in a cross curricular way with topics such as Growth and Celebrations.

Year 1 and Year 2 have topic based History sessions, and wherever possible, History will be used across the curriculum, forming the basis of English sessions where appropriate. Children will be encouraged to ask *what* and *how* questions, extending to *why* and *when* questions in Year 2, whilst looking at the past and developing their curiosity. Children will also develop their research skills.

By the end of Year Two, all children will have had the opportunity to chronologically arrange their History learning on a timeline, allowing pupils to ground their knowledge in the context of previous topics in History.

Equal Opportunities

The History curriculum will be made available to all children via differentiation and appropriate resources being provided to suit the needs of all pupils. All children will have multiple opportunities to take part in extra curricular trips and workshops, such as trips to Ely Museum to study artefacts first-hand, re-enactors visiting the school and Topic themed "Wow!" days.

Health and Safety

All extra curricular activities will have appropriate Risk Assessments completed before they are undertaken. Hand hygiene when handling artefacts will also be demonstrated by staff and fulfilled by children.

Assessment, Recording and Reporting

Teachers plan learning using the skills outlined on the curriculum skills maps.

Teachers use formative assessment to judge if a skill has been learnt, recognising that one-off activities do not secure long term learning. Teachers provide opportunities for children to revisit areas of learning to enable a child to refresh and recall facts that can then be built on over time. This is called interleaving and requires a careful approach to planning and revisiting skills. The history skills map sets out a developmental continuum of skills for children from the age of 3 to 7 with greater depth opportunities for children to experience. This approach allows for the interleaving required to secure good learning.

Teachers will summarise acquired skills and knowledge at the end of each term. Summaries will also be made on a weekly basis to support the decision making process for next steps teaching and learning opportunities.

An annual report will be produced at the end of the academic year identifying the standard achieved and the child's enthusiasm for the subject.

Resources

Relevant resources will be stored within the appropriate year groups. Additional Guided Reading books enhance the cross curricular provision within the school. Children will access all topic reading books on a daily basis to enhance their knowledge and understanding of the subject and provide important exposure to key vocabulary and interleaving opportunities.

Professional Development

Matters arising from continual professional development from the History coordinator or Leadership team will be passed on to staff via email, staff briefing/ training sessions, or within INSET as is most appropriate.