

The Care Federation Schools

History Policy

Agreed by SLT: Summer 2024

To be reviewed: Summer 2027

Intent

Overall curriculum rationale

This document is a statement of the aims, principles and strategies used for the development of the curriculum undertaken within The Care Federation Schools. This policy promotes best practice and establishes consistency in teaching and learning across the federation. It also takes into account the diversity of our learners, providing equality of opportunity for all, alongside varied learning experiences that lead to a consistently high level of pupil attitude and achievement in history.

At The Care Federation Schools we want all of our children to have an understanding of our past and how History will shape their future. Our History curriculum will be full of learning which fosters awe and wonder and drive children to ask the question, why? Learning in History will help children to gain an understanding of the complexity of people's lives and the process of change, as well as their own identity and the challenges of their time.

Legal framework

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

- DfE (2024) The Statutory Framework for the Early Years Foundation Stage (EYFS).
- DfE (2013) National Curriculum in England: history programmes of study: key stages
- 1 and 2.

This policy operates in conjunction with the following federation policies:

Marking and Feedback Policy
Educational Visits policy
SEND Policy
Equal Opportunities Policy
Online Safety Policy
ICT Acceptable Use Policies for pupils and Staff
Code of conducts for Staff and Pupils
Curriculum Policy
Curriculum Risk Assessment

Aims

The aims of The Care Federation Schools history curriculum are to ensure pupils follow the history National Curriculum and to:

- Know and understand the history of the UK, and how it shaped the world, as a coherent, chronological narrative, from the earliest times to the present day.
- Know and understand significant aspects of the history of the wider world, such as ancient civilisations; empires and past non-European societies and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.
- Understand historical concepts, such as continuity and change, cause and consequence, similarity, difference and significance, and use these to analyse.

- Understand the methods of historical enquiry such as using evidence to support arguments.
- Gain a historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history.

Implementation

EYFS Educational Programme

Taken from the Statutory Framework for the early years foundation stage January 2024 – Understanding the World:

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

EYFS Early Learning Goals

Past and Present

Children at the expected level of development will:

- Talk about the lives of the 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.

Key Stage One

Pupils will be taught about:

- Changes within living memory and changes in national life.
- Events beyond living memory that are nationally or globally significant.
- The lives of significant individuals in the past who have contributed to national and international achievements.
- Significant historical events, people and places in their own locality.

Lower Key Stage Two (Years 3 and 4)

Pupils will be taught about:

- In relation to Britain; the Stone Age to the Iron Age, the Roman Empire,
- An overview of the earliest civilisations.
- Ancient Greece, The Ancient Maya and the Ancient Egyptian civilisation.

Upper Key Stage Two (Years 5 and 6)

Pupils will be taught about:

- In relation to Britain; the Anglo Saxons and Scots, the Vikings to the time of Edward the Confessor.
- Studies on local history.

Curriculum delivery

Throughout the federation, History is taught as a discrete lesson and as part of cross-curricular themes when appropriate.

Teaching and learning approaches

The federation recognises the fact that in all history classes there are pupils of a variety of abilities, and we seek to provide suitable learning opportunities for all pupils by matching the challenge of the task to the ability of the child.

Special focus will be paid to the teaching of the skills inherent in the entire history curriculum taught at the federation. These skills include:

- Using an increasing range of common words and phrases relating to the passing of time (chronological understanding).
- Describing memories of key events in his/her life using historical vocabulary (chronological understanding).
- Placing some historical periods in a chronological framework (chronological understanding).
- Using sources of information in ways that go beyond simple observations to answer questions about the past (historical enquiry).
- Communicating his/her learning in an organised and structured way, using appropriate terminology (organisation and communication).
- Using Historic terms related to the period of study (chronological understanding).
- Understanding that sources can contradict each other (historical interpretations).
- Using a variety of resources to find out about aspects of life in the past (historical enquiry).
- Teacher presentations, role play, drama, story-telling.
- Questions and answer sessions, discussions and debates.
- Individual and group research.
- Fieldwork, and visits to museums and sites of historic interest.
- The history programme will be delivered by all history staff in a range of teaching and learning situations, with respect to the needs of individual pupils.

Planning expectations

All relevant staff members are briefed on the federation's planning procedures as part of staff training.

- Teachers will use the key learning content in the DfE's statutory guidance 'National curriculum in England: History programmes of study'.
- Lesson plans will demonstrate a balance of interactive elements used in teaching, ensuring that all pupils engage with their learning.
- Long-term planning will be used to outline the units to be taught within each year group.
- Due to providing for some mixed-age classes, we carry out the medium term planning on a two-year rotation cycle. By doing so, we ensure that children have complete coverage of the National Curriculum, but do not repeat topics.

- Medium-term planning will be used to outline the vocabulary and skills that will be taught in each unit of work, as well as highlighting the opportunities for assessment.
- Medium-term plans will identify learning objectives, main learning activities and scaffolding.
- Medium-term plans will be shared with the History Subject Leader to ensure there is progression between years.
- All lessons will have clear learning objectives, which are shared and reviewed with pupils.

Equipment and resources

There are sufficient resources for all history-teaching units, these range from topic boxes, text books, Chromebooks and ipads. Visits are planned to enhance learning and give hands on activity.

Health and safety

Specific considerations for this subject can be found in the Curriculum Risk Assessment, which is reviewed annually. A log is kept of all staff who have read and understood this assessment each year.

Cross curriculum links

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

English

- Pupils are encouraged to use their speaking and listening skills to describe what is happening.
- Pupils' writing skills are developed through recording findings and creating reports.
- Pupils' vocabulary is developed through the use and understanding of specialist terminology.

Maths

- The teaching of history contributes to children's mathematical understanding in a variety of ways.
- Pupils learn to use numbers when developing a sense of chronology through activities such as creating timelines and through sequencing events in their own lives. Pupils also learn to interpret information presented in graphical or diagrammatic form. They also study different number systems from past cultures, e.g Roman Numerals.

Geography

- The teaching of History encourages pupils to explore their own and other people's ideas and cultures both within their own locality, and across the world, and how this has been impacted over time.
- Pupils will understand their place in the world and how people in the past have shaped the physical and human features of this.

Computing

- Wherever appropriate we use computing to enhance our teaching of history. Pupils use ICT in a variety of ways, such as word-processing, finding information on the internet and presenting information through PowerPoint or Google Slides.

History enhances other areas such as Science, Art, Design and Technology and Music through the units being taught in each cycle.

Inclusion and equality of opportunity

We provide suitable learning opportunities for all pupils by matching the challenge of the task to the individual needs and abilities of each pupil. We will achieve this in a variety of ways, including:

- Making reasonable adjustments to the way in which we deliver the History curriculum, such as providing transcripts of online learning videos to pupils with hearing impairments, or making resources available in a pupil's first language where they use English as an additional language.
- Assigning classroom assistants to individual/groups of pupils, where appropriate, to enable greater one-to-one support.

Impact

Assessment and reporting

Assessment in the EYFS is through ongoing observation and assessment: Tapestry, an online Learning Journal, forms part of our daily practice to record these. Teachers observe and assess children's development and learning to inform their future plans.

Records will include:

- Initial Reception baseline information; A child's starting point
- Examples of children's work (mark making, writing, number, drawings etc)
- Photographs and video of children's learning
- Written observations by staff
- Notes/work from home submitted by parents/carers
- Records on Tapestry are linked to the areas of development from the statutory framework for the EYFS.

At the end of the EYFS – it is a statutory responsibility of the school to make a 'best fit' judgement for each Reception child against the Early Learning Goals and complete the EYFS profile. This assessment is based on what staff caring for a child have observed over a period of time and what the child's learning is showing when they work independently. A child is judged to be working at 'expected' level or at 'emerging' level. This information is shared with the Local Authority and with parents/carers in the child's end of year report. Parents/carers are given the opportunity to discuss these judgements with the Reception teacher.

Assessment in The National Curriculum Assessment in KS1 and KS2 history will be undertaken as part of a broader evaluation of pupil progress measured against specified assessment criteria.

The History Subject Leader will ensure that:

- Assessment is embedded as an essential part of teaching and learning.
- Assessment involves sharing learning objectives and success criteria with pupils.
- Assessment aims to help pupils to know and recognise the standards they are aiming for.

- Pupils are assessed, and their progression recorded, in line with the federation's Marking and Feedback Policy.
- Formative assessment, which is carried out informally throughout the year, enables teachers to identify pupils' understanding of subjects and informs their immediate lesson planning.
- Assessment will be ongoing through use of assessment statements detailed on The Care Federation Schools history Assessment Grids for each unit of work taught.
- In terms of summative assessments, the results of end-of-year assessments will be passed to relevant members of staff, such as the pupil's future teacher, in order to demonstrate where learners are at a given point in time. Data is inputted onto Pupil Asset annually.
- Parents will be provided with a written report about their child's progress during the Summer term every year.
- Pupils with SEND will be monitored by the SENCO, and the appropriate support will be put in place.

Staff training

All staff have access to training. This may include but is not limited to the History leader:

- Remaining up-to-date with the latest developments in History through subscriptions to relevant journals, attendance at relevant courses, etc.
- Passing on any newly acquired knowledge/skills to staff members, where appropriate.

Monitoring and evaluation

The staff and Governors are committed to maintaining standards, establishing high expectations, and promoting effective teaching and learning. Procedures for monitoring and evaluation involve all members of the federation community as part of the monitoring cycle.

A commitment to Assessment for Learning (AfL) endorses the federation's participation in the National Curriculum and demonstrates an ethos in which the personalities, strengths and needs of children are considered and addressed individually. The monitoring and evaluating of practice enables the progress of individuals to be seen within the class and whole-federation contexts of school and staff development.

The main purpose of monitoring, evaluation and review is to ensure that all members of the federation community perform their roles effectively in order to maintain high standards of learning and teaching and raise achievements for all.

The range of approaches in monitoring and evaluating may include:

- Moderation Exercises/ Internal Standardisation – a comparison of children's work across classes and year groups
- Book Looks
- Questionnaires/ Surveys/ Audits
- Learning Walks
- Whole-federation self-evaluation
- Review meetings with staff and pupils
- The inspection process.

Roles and responsibilities

The Role of the Governing Body and Executive Head teacher is to:

- Approve and monitor the content of this policy.
- Liaise with the Executive Head, Heads of Schools, subject leaders and teachers with regards to pupil progress and attainment.
- Nominate a Governor to have specific responsibility for Curriculum including oversight, support and challenge
- Ensure the curriculum is inclusive and accessible to all.

The Role of the Head of School and Curriculum Leader is to:

- Devise long and medium term plans for the curriculum in collaboration with teachers, subject leaders and other members of the SLT.
- Communicate the agreed curriculum to the governing board on an annual basis.
- Ensure the curriculum is inclusive and accessible to all on a day-to-day basis.
- Assist teachers and subject leaders with the planning and implementation of the curriculum, ensuring their workload is manageable.
- Ensure the curriculum is implemented consistently throughout the federation, ensuring any difficulties are addressed and mitigated as soon as possible.

The Role of the Subject Leader is to:

- Provide a strategic lead and direction, ensuring appropriate coverage of the curriculum.
- Keep up to date with developments in subject, at both national and local levels.
- Lead sustainable improvement through supporting colleagues and others.
- Monitor pupil progress.
- Provide efficient resource management.
- Review the way subjects are taught in the federation and plan for improvement linking to whole school priorities.
- Ensure the School Improvement Plan priorities are monitored and consistently met.
- Monitor how their subjects are taught ensuring that appropriate teaching strategies are used.
- Reviewing curriculum plans for their key areas ensuring there is full coverage of the National Curriculum and that progression is planned for.
- Accurately judge standards within their subjects so they indicate the achievements of children at each key stage and indicate expectations of attainment.

The Role of the Class Teacher is to:

- Demonstrate a high level of knowledge of each subject they teach.
- Plan lessons with clear learning objectives that pupils understand.
- Demonstrate an enthusiasm for all themes and subjects.
- Know children as individuals, tailoring reaching to their needs.
- Identify barriers to learning and put strategies in place to overcome them.
- Build and maintain relationships with parents.
- Be able to accurately advise parents on how to further support their children at home.
- Reporting to parents on their child's progress across all areas of learning and development.

- To be an advocate of all learning to all learners.
- Be willing to be a learner as well as a teacher.
- Take on the responsibility for leading on a subject area.
- Act as a support partner for all other curriculum areas.
- Challenge and inspire pupils, expecting the most of them.
- Use a variety of methods to enable all pupils to learn effectively and will manage pupils well, insisting on high standards of behaviour at all times.
- Use time, support staff and other resources effectively.
- Use dialogue with pupils about their progress and their next steps.
- Reflect on their personal strengths and weaknesses and to be proactive to plan their own professional development needs

The Role of the SENCO is to:

- Collaborate with the Executive Head, Head of School, Curriculum Leader and teachers to ensure the curriculum is accessible to all.
- Ensure teaching materials do not discriminate against anyone in line with the Equality Act 2010.
- Carry out SEND assessments where necessary and ensuring pupils receive the additional help they need.
- Liaise with external agencies where necessary to ensure pupils who require additional support receive it.

Review

- This policy is reviewed every 3 years by the SLT.
- Any changes made to this policy will be communicated to all members of staff and relevant stakeholders.