



# **St John's Church of England Academy**

**Belonging Believing Becoming**



# **History Policy**

**Date of Review: July 2021**

**Date of Next Review: July 2022**

**Responsible Group: School Policy**

Belonging

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## History Policy

**‘A people without the knowledge of their past history, origin and culture is like a tree without roots.’ Marcus Garvey ‘**

### Introduction

The purpose of the curriculum at St John’s Church of England Academy is to prepare our children for life in the 21st Century.

Our Curriculum is focussed on ensuring that all our children have the best chance to achieve our Christian Vision of **‘Belonging, Believing, Becoming’**, which is rooted in **Mark 4:30-32**, **‘The Parable of the Mustard Seed’** and **The Diocese of Gloucester Academies Trust** and **The Church of England’s vision to ‘Live Life in all its fullness’** rooted in **John 10:10**.

St John’s Church of England Academy is an inclusive school where all people are valued and nurtured to become the best version of themselves and responsible members of God’s family. We do not tolerate discrimination of any kind and our curriculum celebrates the diverse nature of our society, enabling children to embrace the world around them and encourage adherence with British values.

### Subject Intent

At St John’s Church of England Academy, we wholly embrace our local community and environment and have enhanced our curriculum through ‘Foresters’ Forest’ led enquiries to ensure that our children have a better appreciation and understanding of the uniqueness of The Forest of Dean.

At St John’s Church of England School, we believe that, through the study of history, children make sense of their world and enrich their understanding of it. Our History Curriculum ensures that children are aware of the advantages and disadvantages of living in the Forest of Dean. We provide children with a knowledge and an understanding of the history of our local area as well as learning about different civilizations in order to understand the similarities and differences between societies and cultures, and the impact of changes on people and place.

Our history curriculum also ensures that children acquire key knowledge about important periods in history and that they develop some of the skills of a historian.

## **Curriculum Drivers**

Through the delivery of our curriculum, we want our children to be ready for life beyond St John's. We aspire for them to be:

- **Articulate**
- **Aspirational**
- **Curious**
- **Appreciative**

## **As a Historian we want our children...**

To gain a curiosity, fascination and understanding of the history of Coleford and The Forest of Dean.

To gain a curiosity and fascination about the history of Britain and how it has influenced and been influenced by the wider world.

To gain a curiosity and fascination about the history of the wider world.

## **Aims**

The aims of the history curriculum are to ensure pupils:

- 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.
- 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.

## **Legal Framework**

This Policy will have regard to the following statutory and non-statutory guidance:

- DfE (2013) History programmes of study: key stages 1 and 2
- DfE (2021) 'Statutory framework for the early years foundation stage'
- Equality Act 2010

## **Roles and responsibilities**

**The headteacher is responsible for:**

- Holding the subject leader to account for pupils' attainment.
- Assisting the subject leader in reviewing and updating this policy annually.
- Supporting the subject leader in identifying CPD opportunities for themselves and classroom teachers.

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- Promoting the needs of all pupils and ensuring they can access a well-rounded and inclusive curriculum.

**The subject leader is responsible for:**

- Preparing policy documents, curriculum plans and schemes of work for the subject.
- Reviewing changes to the national curriculum and advising on their implementation.
- Monitoring the learning and teaching of History, providing support for staff where necessary.
- Ensuring the continuity and progression from year group to year group.
- Encouraging staff to provide effective learning opportunities for pupils.
- Helping to develop colleagues' expertise in the subject.
- Organising the deployment of resources and carrying out an annual audit of all history resources.
- Liaising with teachers across all phases.
- Communicating developments in the subject to all teaching staff.
- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.
- Ensuring common standards are met for recording and assessment.
- Advising on the contribution of history to other curriculum areas, including cross-curricular and extra-curricular activities.
- Collating assessment data and setting new priorities for development of history in subsequent years.

**The classroom teacher is responsible for:**

- Acting in accordance with St John's Church of England Academy's History Policy.
- Ensuring progression of pupils' history skills, with due regard to the national curriculum.
- Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the national curriculum.
- Liaising with the history subject leader about key topics, resources and supporting individual pupils.
- Monitoring the progress of pupils in their class and reporting this on an annual basis.
- Reporting any concerns regarding the teaching of the history to the subject leader or a member of the senior leadership team (SLT).
- Undertaking any training that is necessary in order to effectively teach the subject.

**The Specialist Educational Needs and Disabilities Co-ordinator (SENDCO) is responsible for:**

- Advising staff how best to support pupils' needs.
- Advising staff on the use of teaching assistants in order to meet pupils' needs.

**Early Years Provision**

Activities and experiences for pupils will be based on the seven areas of learning and development, as outlined in the DfE's 'Statutory framework for the early years foundation stage'. All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas, the prime areas, are:

- communication and language

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- physical development
- personal, social and emotional development

Providers must also support children in four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

### **Communication and Language**

The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

#### **ELG: Listening, Attention and Understanding**

Children at the expected level of development will:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
- Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

#### **ELG: Speaking**

Children at the expected level of development will:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

### **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

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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.

### **ELG: 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.

### **The National Curriculum**

The national curriculum is followed and provides a full breakdown of the statutory content to be taught within each unit.

### **Key Stage 1**

Pupils should 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.

### **Key Stage 2**

Pupils should be taught about:

- In relation to Britain; the Stone Age to the Iron Age, the Roman Empire, the Anglo Saxons and Scots, the Vikings to the time of Edward the Confessor.
- The earliest civilisations.
- Studies on local history, an aspect of British history beyond 1066, Ancient Greece, a non-European society such as Baghdad c. AD 900 and another ancient civilisation.

### **Cross-curricular links**

Wherever possible, the history curriculum will provide opportunities to establish links with other curriculum areas. This is developed through our 'Enquiry Curriculum'.

#### **English**

- Pupils are encouraged to use their speaking and listening skills to describe what is happening.
- Pupils' writing skills are developed through recording their planning, what they observe and what they found out.
- Key historical vocabulary is used, where appropriate.

#### **Science**

- Links to science development through time.

#### **Maths**

- Pupils' understanding of time and measurements of time are developed through discussions of historical events.

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## **Computing**

- IT will be used to enhance pupils' history knowledge through the use of online resources and research.

## **SMSC**

- History involves understanding the beliefs of different societies and their customs.
- Pupils consider the moral questions and dilemmas faced by historical figures.
- Pupils develop a better understanding of people from different cultural backgrounds.

## **Teaching and Learning**

Pupils will be taught to describe associated processes and key characteristics in common language, as well as understand and use technical terminology and specialist vocabulary.

In order to best meet the needs of our disadvantaged children and children with Special Educational Needs and Disabilities, we ensure that every child has their barriers to learning identified and discussed. Quality First Teaching is our main driver to try to close the gap and appropriate interventions are considered, planned and reviewed termly.

Pupils will undertake independent work, and have the opportunity to work in groups and discuss work with fellow classmates.

The classroom teacher, in collaboration with the subject leader, will ensure that the needs of all pupils are met by:

## **Planning**

- All relevant staff members are briefed on the school's planning procedures as part of staff training.
- Throughout St John's Church of England Academy, history is taught as either a cross-curricular 'Enquiry' led driver or as a discrete lesson.
- Teachers will use the key learning content in the DfE's 'History programmes of study: key stages 1 and 2' and the national curriculum as a starting point for their planning.
- Long-term planning will be used to outline the units to be taught within each year group.
- Medium-term and Enquiry planning will be used to outline the Key Assessment Criteria expectations.
- Short-term plans are solely for the benefit of the classroom teacher and do not need to be shared with the subject leader.
- All lessons will have clear learning objectives (KAC - Key Assessment Criteria), which are shared and reviewed with pupils.

## **Assessment and Reporting**

- Throughout the year, teachers will plan on-going assessment opportunities in order to gauge whether pupils have achieved the key assessment criteria.
- Assessment in history is based upon knowledge and understanding, rather than achievement in English or maths.

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- Formative assessment, which is carried out informally throughout the year, enables teachers to identify pupils' understanding of subjects and informs their immediate lesson planning.
- 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.
- Parents will be provided with a written report about their child's progress during the summer term every year.
- Verbal reports will be provided at parent-teacher interviews during the Autumn and Spring terms.
- Pupils with special educational needs and disabilities (SENDCo) will be monitored by the Special Educational Needs and Disabilities coordinator.
- An EYFS Profile will be completed for each pupil in the final term of the year in which they reach age five.
- The progress and development of pupils within the EYFS is assessed against the early learning goals outlined in the 'Statutory framework for the early years foundation stage'.

**Assessment will be undertaken in various forms, including the following:**

- Talking to pupils and asking questions
- Discussing pupils' work with them
- Marking work against the key assessment criteria
- Specific assignments for individual pupils
- Observing practical tasks and activities

**Equipment and Resources**

- History resources for each unit are stored in appropriate units of work.
- The subject leader is responsible for ensuring that all resources and equipment are sufficiently maintained.
- The subject leader is responsible for maintaining an inventory of resources.
- Staff members must inform the subject leader of any changes regarding history resources and when new resources are required.
- The subject leader will carry out an annual audit of the history resources.
- Class teachers can discuss the need for new resources with the subject leader.
- Class teachers to check they have the resources needed for a unit of work in a reasonable time before starting the learning.

**Equal opportunities**

- All pupils will have equal access to the entire history curriculum.
- Gender, learning ability, physical ability, ethnicity, linguistic ability and/or cultural circumstances will not impede pupils from accessing all geography lessons.
- Where it is inappropriate for a pupil to participate in a lesson because of reasons related to any of the factors outlined above, the lessons will be adapted to meet the pupil's needs and alternative arrangements involving extra support will be provided where necessary.
- All efforts will be made to ensure that cultural and gender differences will be positively reflected in all lessons and teaching materials used.

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- We aim to provide more academically able pupils with the opportunity to extend their scientific thinking through extension activities such as problem solving, investigative work and research of a geographic nature.

### **Impact**

The impact and measure of our history curriculum is to ensure that children at St John's Church of England Academy are equipped with the skills and knowledge that will enable them to be ready for the curriculum at Key Stage 3 and for life as an adult in the wider world.

### **Monitoring and review**

- This policy will be reviewed on an annual basis by the subject leader, in collaboration with the headteacher.
- The subject leader will monitor teaching and learning in history at St John's Church of England Academy, ensuring that the content of the national curriculum is covered.
- Any changes made to this policy will be communicated to all teaching staff.