



History: Whole School Journey

Rationale

The aims of history in our school are:

- 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 and to appreciate how things have changed over time;
- to develop a sense of chronology;
- 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 and world culture and to study some aspects of European and world history;
- to have some knowledge and understanding of historical development in the wider world;
- 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.

The history curriculum is fully aligned to the National Curriculum with additional features linked with local and national festivals and events. It is a bespoke curriculum that has been designed by the staff to ensure that it is real, relevant to our context and engaging.

Most of the time, history is used as a topic driver for the half term/term so other subject areas wherever possible are planned to link within that theme including reading and writing with our class novels.

Medium Term Plans are created with an over-arching enquiry question. Each lesson is then subsequently planned with a sub-enquiry question/questions. The sequence of learning equips the children with the knowledge and skills to be able to answer that question by the end of the unit. This is used as a way of assessing the children's understanding of the historical knowledge, concepts and skills that have been taught during that unit. Teachers then use the custom-made progression document to assess the children at emerging, expected or exceeded and this is then added to the e-mag which we use to track progress.

We cover the second order historical concepts and skills within each year group through different contexts to allow learning to become embedded in children's long term memory. The way that the curriculum is designed allows for prior knowledge to be revisited and activated, link new information to old information and link different schemata (a general idea about something) to each other.

The history curriculum is ambitious in all year groups and the programme is designed to allow children to reach greater depth within our personalised assessment framework. The aim is for children to become confident historians who have an understanding of the past and who have the skills to approach, tackle and solve a range of historical enquiries.

As we are part of the Creative Children's Academy Trust, history is designed to meet the needs of all children as lessons are planned to allow the children to work in a creative way rather than every lesson been heavily reliant on English or mathematics knowledge and skills.

As a school, we have high quality teaching and CPD in place. Any CPD that is attended by staff, information is disseminated to the rest of the staff during staff meetings and via the notes sheet. Websites and books

are continually signposted and resources are looked at frequently to ensure they are up-to-date and relevant to the current curriculum.

In order to inform future planning and correct any misconceptions then children are informally assessed at the end of each session by the teacher. As well as this, the subject leader completes regular planning looks and offers advice and suggestions moving forwards, pupil questionnaires are completed, lesson observations take place and looks at children's work both on display and in their topic folder happen.