



ROEBUCK ACADEMY

HISTORY POLICY 2024

Introduction

At Roebuck Academy we aim to produce high quality history education that will help pupil's gain a coherent knowledge and understanding of the wider world. We aim to inspire pupil's curiosity and fascination about the world in the past, present and future and develop transferable skills. The children are encouraged to ask perceptive questions and think critically about significant people, events and time periods. We ask deep level questions and use these as a basis for an enquiry based curriculum using secondary sources to deduce and learn.

The 2014 National Curriculum highlighted the importance of skills alongside knowledge. Due to this, Roebuck follows a skills based curriculum. Within history, we cover a range of local and world history and events. As mapped out by the National Curriculum 2014, these skills are progressed throughout the School.

Aims

Intent

- As a school, it is our aim to instil a love of History in all our children.
- We work hard to construct an interesting and ambitious curriculum that inspires and motivates our children while meeting the needs of all backgrounds, cultures and abilities.
- We aim to develop a skills and enquiry based curriculum looking at future outcomes for our children.
- From EYFS up to the end of KS2, the children will be taught about various British and worldwide historical events and famous historical figures, many of which have shaped the world today.
- We will create every opportunity to link History to other subjects and ensure that our teaching of history is not episodic but that our children understand the time in the context of a timeline of events.
- Staff will follow their curriculum maps to ensure progression happens across each key stage as well as throughout the school.

Implement

- As a staff, we follow National Curriculum guidelines to ensure all aspects, knowledge and skills of History are being taught across all year groups.
- All staff will use a range of assessment to check learners' understanding, identify misconceptions accurately and provide verbal feedback at the time of learning.
- Through the use of historical artefacts, immersive environments and visits, we will hook, excite and intrigue our children to find out more about events and people from the past.
- We will develop deep subject knowledge and key skills as well as providing a differentiated and challenging curriculum based on the children's areas of interest.
- We use a progression of skills curriculum to ensure that our children have opportunities to build on previous skills acquired through the teaching and learning of history.
- Our School values and growth mindset are consistently addressed through history teaching.
- Tier 2/3 vocabulary is explicitly taught and applied for each subject

Impact

- Children will enjoy History lessons and look forward to finding out more.
- Children will benefit from using a skills based curriculum for more purposeful and independent learning so that a deeper understanding can be embedded and transferred to other areas of learning.
- Learners develop detailed knowledge and skills across the curriculum and, as a result, achieve well.
- Children will have a deeper level of understanding through our deep question approach and be able to explain their understanding and respond with critical thinking supported by facts.
- A wider range of vocabulary will be used and understood by our children.
- The children will be encouraged to research independently to further their own enjoyment and fascination about the topic or subject.
- Evidence of work will show a range of topics covered, cross curriculum links and differentiated work.
- Standards in History will be high with most pupils achieving age-related expectations or greater-depth in their learning.
- Children will retain knowledge and learning and make links to previous and future learning.

History curriculum planning

Each history unit starts with an immersive hook or experience. Each unit of work has a catchy title to motivate the children and is introduced to the children through a homework grid full of creative ideas to complete at home

as part of the school's program of home learning. Children are consulted at the beginning of the topic to see what they want to learn and staff regularly use secondary sources to support the development of vocabulary and key questions. After discussing the focus with the children, the teacher (in line with the National Curriculum 2014) uses the school planning format to map out the unit, ensuring that all objectives are covered. Each lesson is planned, based on an enquiry question and Success Criteria. Tasks are differentiated for the pupils and a high level of challenge is prominent in all areas. In addition, teachers plan opportunities for cross curricular writing. The classroom is adapted as immersive to the curriculum to aid and enhance the learning outcomes and experiences of the children.

EYFS

In the EYFS classes, the children's learning is taught through themes that the children have suggested or are interested in. All subject areas are planned around these themes. We relate the aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning aged 0-5.

Assessment and recording

We assess the children's work in history by making informal judgements as we observe the children during lessons. Whilst the children complete a piece of work, we provide verbal feedback, mark and comment as necessary. The teacher then makes a summary judgement about the work of each pupil in relation to the National Curriculum attainment targets. The teacher records the attainment grades on an assessment spreadsheet which is kept in the class assessment file and analysed by the Topic subject leaders. We use this as the basis for assessing the progress of each child and we pass this information on to the next teacher at the end of the year. The assessments can identify areas of strength and development for a class, year group or whole school focus.

Resources

We have sufficient resources in our school to be able to teach all topic units in the National Curriculum Programme of Study. We have recently purchased a good supply of books linked to the historical topics or eras chosen. In addition to that we subscribe to the Bedfordshire Library service which provides a number of Topic books to support the teaching. History subject leaders may use their budget to provide new equipment and resources as part of school development.

Monitoring and review

The subject leaders are responsible for monitoring the standard of the children's work and the quality of teaching in history. The history subject leaders are also responsible for supporting colleagues in the teaching of history, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school. The history subject leaders are responsible for providing the Senior Leadership Team an annual summary report in which they evaluate the strengths in the subject and indicate areas for further improvement. The history subject leaders have specially allocated time for fulfilling the vital task of scrutinising planning, analysing samples of children's work, carrying out pupil voice interviews and visiting classes to observe teaching in the subject and observing the environment.

Date: Spring 2024

Review Date: Spring 2025

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