



History Policy

Intent

"The framework for setting out the aims of a programme of education, including the knowledge and skills to be gained at each stage (intent)."- Ofsted Education Inspection Framework

At Stanford in the Vale CE Primary school it is our intent that by encouraging the development of important historical knowledge, skills, and concepts via the study of local and British history as well as other relevant time periods and societies, we hope to stimulate and pique children's curiosity. Our aspiring historians will be able to effectively examine a variety of primary and secondary sources and explain how these sources provide us with knowledge about how people in various parts of the world once lived and how this affected present society. In order to build engaged, motivated, and inquisitive children who can reflect on the past and draw meaningful connections to the present, teachers will teach making connections between various learning domains.

Our history curriculum is structured into a progression model that identifies the skills, knowledge, and terminology to be taught in a sequentially cohesive way in order to guarantee that students create a solid foundation upon which they can build.

Implementation

"The translation of that framework over time into a structure and narrative, within an institutional context (implementation)" - Ofsted Education Inspection Framework

The history lead is in charge of and oversees the curriculum. The History lead will oversee a consistent monitoring and evaluation programme, and the recognition of excellent teaching and learning practices strengthens our commitment to enhancing history instruction at Stanford in the Vale CE Primary School.

Every new learning journey will begin by going over prior knowledge again. This will be scaffolded to assist children in remembering prior knowledge and drawing connections. In order to help children, integrate new knowledge into more comprehensive concepts, staff will explicitly model the subject-specific vocabulary, knowledge, and abilities important to the study.

Knowledge organisers will be used to enhance learning by giving children the scaffolding they need to help them remember new language and facts for the long term. Knowledge organisers are employed before instruction, to assist with at-home learning, and as part of daily review. Every classroom has consistent learning walls that give children ongoing scaffolding.

In EYFS and KS1, children will focus on the world around them and their living memory of History before moving to events that go beyond living history. This will ensure a firm foundation for KS2 History.

In KS2, the History curriculum is planned in chronological order to allow children to build an image of History over time and to use their knowledge of previous periods, events and people to better understand current learning.

The progression of knowledge and skills are set out in order to build and develop the following concepts:

- Chronological understanding
- Significance
- Similarity and difference
- Cause and consequence
- Continuity and change
- Enquiry
- Interpretation

Impact

"The evaluation of what knowledge and skills students have gained against expectations (impact)" - Ofsted Education Inspection Framework

At Stanford in the Vale, student voice demonstrates that learners are assured and capable of discussing what they have learned about history using vocabulary appropriate to the subject. Student voice also shows that children are interested in history and are able to remember what they have learned throughout time. The work of the children shows that history is taught throughout all year groups at an appropriate level for their age, with chances built in for them to explore in greater detail. The children's work is of a high calibre and shows that they are learning knowledge, skills, and vocabulary in the right order. Children remember more, know more and can do more.

Assessment in History

Effective assessment involves careful observation, analysis and review by practitioners of each child's knowledge, skills and understanding, in order to track their progress and make informed decisions about planning for the next steps of learning.

Daily AfL

- Teachers are always making assessments regarding the children's learning. This can take place within a lesson, whereby the teacher makes adjustments to scaffold

children to help them to achieve and after a lesson to inform the next lesson. Children's work is marked using a marking book. Notes are made by the class teacher based on examples of work to praise and share, as well as areas that need addressing; presentation, basic skills errors and further support/misconceptions and next lesson notes. This ensures that children receive personalised feedback to help them to improve and progress with their learning.

On-going, formal assessments

- Assessment is on a continuous basis, taking into account the children's work throughout the year.
- Work is monitored by the class teacher, Headteacher / History Subject Leader to assist in planning for future work to meet the needs of the children.
- A scrutiny of the work of high, medium, low and SEND and G&T groups is carried out across the school. This is discussed at Senior Leadership Team meetings.

Role of the Co-ordinator

The History Co-ordinator will also support staff development, alongside the head teacher and outside advisors. Throughout the year, the History Co-ordinator will:

- Look at examples of work throughout the year. This 'book look' is recorded in the co-ordinator file.
- Carry out 'drop in' sessions to see History learning in action. This will include looking at planning, talking to teachers/teaching assistants and the children.
- Support CPD of staff.

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Next Review: February 2025

Emma Dickinson

History Co-ordinator