

# Crofton Junior School



## History Policy

June 2021

History is a tool of learning and communication looking at people and their progress over different periods of time. It plays a key part in our understanding of the development of the modern world. The skills pupils develop through the study of history are applicable to everyday life.

### Purpose of study

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

### School aims

At Crofton Junior School, we are committed to the development of a rich, and engaging curriculum for all of our pupils which we believe are of central importance to understanding the world and our place in it.

- We believe the high-quality teaching of History will invoke a curiosity and enjoyment of historical events and the world and those who occupy it.
- We are dedicated to engaging and teaching our pupils at all levels through linking ideas with practical experience to question and hypothesise where possible.
- We want pupils to explore and recognise the cultural significance of history and trace its development.
- Through the inspiring enrichment, quality teaching, and exceptionally high standards from all members of staff, we believe we can provide students with a thirst for knowledge, developing confidence and encouraging them to become life-long learners of History.

### Teaching and Learning Humanities Curriculum

At Crofton Junior School we use the 'Essentials' Curriculum (Chris Quigley) as a base for our foundation subjects. This breaks down the content of the National Curriculum into smaller chunks called 'Milestones' and ensure appropriate progression through Years 3 and 4 and Years 5 and 6. In doing so we ensure that:

- Curriculum breadth is shaped by our overall curriculum drivers Nurture, Respect, Inspire. In order to do this, our History themes, focus on the development of three common strands **Beliefs and Cultures, Invasion and Settlement** and **Inventions and Legacy**. Focusing on these key strands help the pupils develop a sense of chronology, how people and events have changed over time and the deeper skills of comparing and contrasting within and across periods in time. In doing so, it will enable previous knowledge and vocabulary to be revisited thereby ensuring that the children learn more, know more and remember more.
- History is taught in blocks throughout the year, so that children can achieve depth in their learning. Themes are linked whenever possible to our text driver in order to provide meaningful links in learning across the curriculum.
- Teachers have identified the key knowledge and skills of each blocked theme relating to the Chris Quigley milestone statements; these are mapped across the school, ensuring that knowledge builds progressively and that children develop skills systematically so that they learn more, know more & remember more.

- Tasks are selected and designed to provide appropriate challenge to all learners, in line with the school's commitment to inclusion. At the end of each topic, key knowledge is reviewed by the children and rigorously checked by the teacher and consolidated as necessary.
- The local area is fully utilised with opportunities for learning outside the classroom embedded in practice through the use of well-planned enrichment activities.

### **The key Essential Characteristics of History at Crofton Junior School are:**

- An excellent knowledge and understanding of people, events, and contexts from a range of historical periods and of historical concepts and processes.
- Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.
- An extensive understanding and base of historical vocabulary and using abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry' The ability to think critically about history and communicate ideas very confidently in styles appropriate to a range of audiences.
- The ability to consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate historical evidence derived from a range of sources.
- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to think, reflect, debate, discuss and evaluate the past, formulating and refining questions and lines of enquiry.
- A passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways.
- A respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgments.

### **Cross Curricular links**

The History curriculum and themes of work provide many opportunities for cross-curricular links with other areas of the curriculum. For example, the use of the internet for research, Computing for written and presentation purposes, drama to represent the thoughts, actions and feelings of people from different historical periods as well as links with Maths through work on timelines.

It is expected that all children use their foundation subjects as a vehicle to produce a piece of written work linked to their English curriculum every term.

### **Monitoring**

All teachers are responsible for monitoring standards. It is the responsibility of the subject leader (Mr P. Birdsall) and Head Teacher to champion and monitor standards of History by:

- Ensuring that their subject knowledge is continually developed in order to support the teaching and learning of the subject to a high standard.
- Share their knowledge and expertise with members of staff across the school.
- Continually, and supportively, audit the standards of teaching and learning of History across the school through lessons observations, book scrutiny, professional dialogue and pupil voice.
- Resource the curriculum to allow for a range of activities to take place in lessons.

- Invite, where possible, external visitors in to enhance the curriculum.

### **Assessment**

- Teachers' formative assessment takes place on a regular basis throughout each unit of work. This informs planning to ensure that the needs of all learners are met and that appropriate challenge is provided.

### **Equal opportunities**

The teaching of Humanities takes consideration of the equal opportunities policy and inclusion policy. All children, irrespective of race, gender or ability, have access to the curriculum and are expected to work and achieve to the best of their individual ability. Modifications are in place, which cater to the individual needs of all children, including opportunities for greater depth learning.

### **British Values**

In History, the emergence of democracy is taught along with an appreciation of the cultural and ethnic diversity of places in the UK and beyond. Key skills of interpretation, analysis of sources, cause and consequence underpin the appreciation and emergence of fundamental British Values.

### **Learning Environment**

- Key vocabulary is displayed and is accessible to all learners.
- Evidence of children's work is displayed.
- Resources for each topic are accessible.

### **Policy Review**

**Date:** June 2021

**Date for review:** June 2023